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ABSTRACT

This report presents the findings of a study group that is in the process of identifying and gathering information about currently operational programs designed to recruit minority persons to careers in education and retain students in teacher preparation programs. Descriptions of 45 promising programs are organized under four cluster headings: (1) pre-college programs (recruitment); (2) programs for recruitment from alternate pools; (3) college/university initiatives (recruitment within higher education and retention); and (4) marketing and placement of graduates. Samples of recruitment advertisements, pamphlets and fliers are included in some of the program descriptions. Appended are four papers which were used by the study group: (1) a draft report of the literature search conducted preliminary to this report; (2) program summary information; (3) a paper on recruiting black teachers; and (4) a comprehensive model for recruitment and retention of minority students. (JD)

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INTRODUCTION

The TACTE/AEL Study Group on Minority Recruitment, Retention and Support resulted from a regional conference of teacher educators sponsored by the Appalachia Educational Laboratory (AEL) in October, 1987. Tennessee participants attending that conference agreed that the increasingly critical shortage of minority educators in Tennessee schools is a problem which demands immediate attention and the coordinated effort of teacher training institutions, the public schools and all State education agencies and governing boards. Further, the conference participant group prepared and submitted a study proposal to the Laboratory and to the Tennessee Association of Colleges of Teacher Education (TACTE) in the hope that a study group sponsored by these two agencies could provide a base of information and momentum upon which Tennessee institutions of higher education and state agencies could build responses and solutions to the problem at hand. Both TACTE and AEL agreed to provide financial and philosophical support for the work of the Study Group.

Study group members (see listing on previous page) met for the first time in February, 1988 to decide upon an agenda of activities. Also attending that meeting by invitation were two staff members of the newly formed State Task Force On The Supply of Minority Teachers (Gena Carter and Karen Weeks). After discussion, it was unanimously agreed that the TACTE/AEL Study group would undertake as its first task identification of programs currently underway across the country which focus on recruitment, retention and support of minority candidates to careers in professional education. The Study Group felt that it could fulfill items on its own agenda and serve the State Task Force and State educational agencies by giving this activity first and highest priority. This report is a product of the Study Group's efforts.

The reader should be cautioned that the search leading to this report has been in process for little more than a month. Some of the programs reported have a footnote, "more information to come." In these cases either program staff have agreed to send additional information, or Study Group members have been unable through a series of telephone calls to gain enough of the right information from the right people. Further, there may yet be other "programs of promise" which have not been identified, even though every effort has been made to identify and follow-up all leads.

I. PROCEDURES

The goal of the Study group was to identify and gather information about currently operational programs designed to recruit minority persons to careers in education and retain students in teacher preparation programs once admitted through financial, academic and personal support. In order to achieve this goal, the group a) conducted a search of available literature, b) contacted individuals known to be deeply involved in the problems and issues of minority recruitment, c) contacted professional organizations and associations (e.g., American Association of Colleges of Teacher Education, American Federation of Teachers, American Association of School Administrators) and d) contacted Regional Educational Laboratories and Service Centers and other appropriate federal agencies. After gathering information from these sources (Phase I), study group members telephoned each program identified to gain additional information deemed pertinent to Study Group and Task Force Needs (Phase II).

Phase I procedures identified approximately forty-five programs to be further studied in Phase II. Telephone calls to these 45 programs generated useful information in regard to most of them; however, some information is yet incomplete and will need to be augmented. Of the programs contacted, only one or two seemed to have little to offer Tennessee. Study group members contacting individual programs in Phase II of the data gathering completed a Program Description Form for each program contacted.

As a final step, the Study Group met in Nashville on March 9-10 to review the results of the telephone calls, refine program descriptions and synthesize findings. State Task Force staff made two requests which the Study Group tried to honor in this synthesis phase. First, all program descriptions were clustered under four headings: Pre-College Programs, Programs for Recruitment From Alternate Pools; College/University Initiatives and Marketing/Placement of Graduates. Second, the group tried to rate or prioritize the various programs in each cluster in terms of potential applicability to Tennessee or Tennessee institutions of higher education. This latter activity finally took the form of a rating between 1 and 10 for each program included. Because the programs were so varied and because many contained activities of potential value, it was virtually impossible to rank them or suggest that a few should be considered to the exclusion of others.

This report is the product of the procedures described. It contains four parts other than the introduction: I. Procedures, II. Findings and Conclusions, III. Individual Program descriptions, IV. Appendices.

FOOTNOTE: Since the preliminary draft of this report was presented to the State Task Force on March 17, a few program descriptions have been refined; additional information has been appended to a few descriptions and a few new descriptions have been added. Material added since March 17 has been noted wherever it appears.

Russell French
April 20, 1988

II. FINDINGS/CONCLUSIONS/PRINCIPLES

Many institutions and/or states have incorporated programs to attract minorities into the teaching profession. Activities and programs vary from state to state and institution to institution in terms of components and comprehensiveness; however, many of the same types of programs and ideas have common components in several institutions and states. Below are listed some of the recurring program components and factors which are common in design and that currently exist in more than one place.

Nearly all programs mentioned here have someone in charge. This may seem obvious; however, many minority recruitment efforts have been a shared responsibility of all faculty with no real leader, and, ultimately, no one who is accountable.

On the university level, the following institutions have hired a coordinator, director or similar person to coordinate and implement programs involving minority teacher recruitment. In some programs, the salary has been a shared responsibility among the institution/school district and/or state.

1. University of Louisville
2. University of South Florida
3. University of Cincinnati
4. Benedict College
5. University of New Mexico
6. University of Florida-Gainesville
7. California State University-Dominguez Hills
8. California State University-Northridge

Some states/or school districts: South Carolina, North Carolina, Louisville, Kentucky, Florida, New York, and California have appointed a Director or Coordinator for teacher recruitment at the district/state level. The state of Florida has hired a minority recruiter to coordinate efforts to recruit blacks and hispanics statewide.

Many states have provided scholarships/forgivable loans to attract talented persons into the teaching profession with an emphasis on recruitment of minorities. These states include: South Carolina, North Carolina, Louisianna, Florida and Connecticut. Pennsylvania has a tuition waiver program for blacks at state institutions which includes, but is not limited to, persons entering teachers preparation programs. South Carolina has also identified geographic areas of shortage which encompass 70% of the state. The forgivable loan/scholarship program is available for qualified applicants who are from and plan to teach in one of those areas. Georgia Southern University has a cooperative agreement between the school district and the College of Education to offer matching funds for forgivable loans to minority students who are willing to return to the school district and teach for a specified period of time.

The following institutions offer an Introduction to Teaching course which exposes talented high school students to information and/or experiences in the teaching profession.

Bellarmine College - Louisville, KY
Los Angeles, California - Future Teacher Program
University of California, Carson

General College courses are offered at Kean College, in New Jersey, as a mechanism to recruit minorities into the teaching profession.

Opportunities for high school and/or college students to actually get experience teaching, tutoring and/other related education experiences are offered through:

1. South Carolina - Teacher Cadet Program
2. University of New Mexico - Project Teach
3. North Carolina - Teaching Fellows Program
4. University of California, Los Angeles
5. University of California, Carson

Retention Programs that emphasize minorities completing teacher preparation programs are presently operating in the following places:

1. University of South Georgia
2. University of Florida, Gainesville
3. Indiana University (not specific to education)
4. University of Delaware
5. Bethune - Cookman
6. Grambling
7. State of North Carolina - Teaching Fellows Program
8. Auburn University - Big Brother, Big Sister

Magnet Schools that emphasize future careers in education are currently in operation at:

1. Austin High, Houston, Texas
2. Crenshaw Teacher Training Academy, Los Angeles, California

It is the general consensus of the TACTE/AEL study group that there is no one "sure cure" for the recruitment of minorities into the teaching professions. Instead a multifaceted plan appears to be the better alternative. However, there are some findings, conclusions and principles which ought to be considered when developing such a plan.

To enable the reader to focus attention on one program cluster at a time, both the information contained in the remainder of this section and Section III (Individual Program descriptions) has been organized under the four cluster headings identified by Task Force staff. The statements appearing in each cluster have been formulated from the literature surveyed, the telephone discussions held and the interactions of Study group members as they reviewed their findings.

A. Pre-College Programs (Recruitment)

1. Both state and institutional efforts need someone in charge. (Programs directed/coordinated by an individual who has been given major responsibility for the work appear more productive than programs where the task is left to everyone.)

   NOTE: This principle holds true for programs in all categories.

2. All recruitment and retention efforts need some financial support in the form of personnel, travel budgets, tutorial assistance, etc. (There is no free lunch.)

3. Many pre-college recruitment efforts include revitalization of and support for future educator groups.

4. Scholarships, fellowships and forgivable loans are critical to recruitment. (It is not to be assumed that financial incentives constitute the only major ingredient of recruitment or that the State should be the only provider of financial incentives.)

5. A majority of programs currently in existence are very new and lack good evaluation data and designs. (Tennessee should address this problem in the planning stage.)

6. Awarding of scholarships or fellowships by geographic area and by race are both techniques used to address minority recruitment.

7. Preparation of both white and minority students from low socio-economic backgrounds to enter education is necessary and will be more expensive than preparation of middle-class, non-minority students has been. (There will be front-end expense before a high school graduate enters the hallowed halls of ivy.)

8. There are complex factors operating which mitigate against minority recruitment into professional education. The factors are not the same in all areas/regions/states and are being addressed differently. (There is no one model for successful recruitment.)

9. Many pre-college recruitment programs which initially concentrated on high school students are now developing programs for junior high students because they feel that the high school years are "too late" to start.

10. Identification of minority junior high and high school students (potential pool of recruits) on a statewide basis appears to be essential.

11. Outreach into minority communities by higher education institutions and other agencies is essential to recruitment efforts.

12. Any state or institutional effort must be carefully coordinated and articulated with the public schools to be successful.

13. One promising pre-college effort is found in the emerging teacher mentor programs.

14. All successful programs have one or more champions (enthusiastic leaders).

B. Programs For Recruitment From Alternate Pools

1. Non-traditional pools of prospective teachers must be identified on a local or regional basis. (The pools vary with conditions in an area; e.g. presence of a military base, industrial transition, high incidence of unemployed parents.)

2. Tapping of alternate candidate pools is seen as critical, but is only now emerging.

C. College/University Initiatives (Recruitment Within Higher Education and Retention)

1. Some of the more unique and promising programs (including college-based recruitment at the pre-college level) have had opportunity to develop a plan and obtain a grant from an available pool of money. (Innovative projects should be encouraged.)

2. Most university/college recruitment efforts are being coupled with strong retention/support efforts after students are admitted. (A common thrust is recruitment and nurture beginning in the junior high years and extending until entry into the profession.)

3. Increasingly, coordinated, cooperative efforts among historically white and historically black and among public and private institutions are perceived to be necessary.

4. An increased emphasis on recruiting prospective educators from within the community college ranks is noticeable.

D. Marketing and Placement of Graduates

Relatively little effort has been made to address marketing and placement issues (perhaps because it is perceived that the demand for minority graduates is so great). However, several promising efforts are emerging.

See: State of Florida
Grambling University
Public School Forum (North Carolina) and North Carolina Department of Public Instruction

III. INDIVIDUAL PROGRAM DESCRIPTIONS

On the following pages are two types of information. First, the reader will find a list of programs identified and contacted. This list is arranged under the four cluster headings previously used in this report. To avoid redundancy in what might easily be overlapping categories, Cluster A: Pre-School Programs contains listings of all programs focused specifically on recruiting and preparing junior high and high school students and Cluster C: College/University Initiatives contains programs primarily focused on the recruitment, retention and support of those already admitted to higher education and educator preparation programs. The reader will note that a number of programs listed in category A (Pre-College Programs) have been initiated by universities and colleges.

To the right of each program appearing on the list is a number between 1 and 10 contained in parentheses (9.5, 7.0, etc.). This number is the Study Group's rating of potential applicable to the State of Tennessee and/or Tennessee institutions of higher education. Some programs such as the two magnet school programs listed received high ratings because they have much to offer _if_ a school district wishes to consider a magnet school concept. In other words, many of the programs have elements worth considering _if_ the concepts embodied are perceived as valuable and the conditions necessary to their implementation are brought into existence.

Immediately following the list of programs is a two page description of each program presented in the same order in which it appeared on the list. The reader will notice that some descriptions have pertinent materials attached. Other descriptions bear the statement, "more information to come" at the bottom of the second page. As further information about this latter group of programs is obtained, it will be provided.

LIST OF PROGRAMS DESCRIBED WITH RATINGS ON A SCALE OF 1 TO 10

A.	Pre-College Programs	RATING
1.	Kean College (New Jersey) - recruitment program	(9.5)
2.	University of Louisville/Jefferson County - Teacher Mentor Program	(9.5)
3.	Houston, Texas - Austin High School (Magnet School)	(9.5)
4.	Public School Forum (N.C.) - Teaching Fellows Program	(9.5)
5.	State of South Carolina - Teacher Cadet Program, loan Program	(9.0)
6.	State of Florida (comprehensive program - several facets)	(9.0)
7.	Auburn University - Big Brother, Big Sister Program	(9.0)
8.	Inroads (Nashville) - business/engineering recruitment	(8.0)
9.	University of South Florida - program for high school and junior high students	(6.0)
10.	Texas Tech University - Adopt A Classroom Project	(7.0)
11.	Los Angeles, Crenshaw Teacher Training Academy - magnet school	(9.5)
12.	Recruiting Young Teachers - national advertising campaign and "pool" development	(9.0)
13.	University of Cincinnati - comprehensive program	(9.0)
14.	State of Pennsylvania - tuition waiver program (some problems to avoid.)	(7.5)
*15.	State of Connecticut - multifaceted program	(7.5)
16.	Benedict College - recruitment program	(8.0)
*17	State of North Carolina - Office of Teacher Recruitment	(9.5)
18.	University of New Mexico/ETS - Project I Teach	(9.0)
*19.	University of Florida - Office of Recruitment and Outreach	(9.0)
20.	Los Angeles - Future Teacher Program	(9.0)
21.	California State University, Dominquez Hills - PORT Program	(9.0)
22.	California State University, Northridge - Operation Chicano Teacher	(7.0)
23.	University of Wisconsin, Milwaukee - comprehensive program	(9.0)
24.	University of Arkansas, Pine Bluff - Parent Involvement Program	(9.0)
25.	Bellarmine College - Introduction to Teaching course for high school students	(6.0)

B.	Programs for Recruitment From Alternate Pools	
1.	University of Louisville/Jefferson County - Teacher Recruitment Project	(9.5)
*2.	American Federation of TEachers - 3 site program	(9.0)
*3.	New York City Board of Education - paraprofessional program	(7.0)

C.	College/University Initiatives	
1.	Indiana University - alumni recruitment program and retention program	(9.0)

2. University of Connecticut - scholarship program, et. al. (comprehensive) (9.0)
3. University of Delaware - retention program
4. University of South Florida - retention program
5. University of Kentucky - comprehensive model (see appendices) (6.0)
6. University of Tennessee, Knoxville - College of Engineering (comprehensive program) (8.0)
7. Penn State University - retention program (6.0)
8. Georgia Southern College - scholarship program with local school districts (8.0)
9. Bethune Cookman College - retention program (6.5)
10. University of Illinois, Champaign - recruitment/retention program (7.5)
11. New York Department of Education - university proposal program (8.0)

All university programs listed in Section A.

D. Marketing and Placement of Graduates

1. State of Florida - placement coordinator, teacher fair (10)
2. Grambling University

*3. State of North Carolina (Department of Public Instruction) - applicant/vacancy clearinghouse (8.0)

*New item or new material included since March 17, 1988.

A. PRE-COLLEGE PROGRAMS

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Bridge Program for Minority Students

MAILING ADDRESS:
School of Education
Kean College of New Jersey
Union, NJ 07083

TELEPHONE: (201) 527-2136

KEY CONTACT PERSON: Dr. James Cook

ROLE/TITLE: Director and Dean, College of Education

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: Kean College has a university-wide committment to the recruitment and retention of minorities into the teaching and allied health fields. The program began in 1986 by recruiting and supporting fifty Black High School seniors. The program has since grown and expects to recruit at least 126 new students during the summer of 1988.

High school students are given the opportunity to take twelve, transferrable semester credits during their senior year. The university provides free tuition and books. In addition to the coursework, students participate in cultural and sports events, and receive counseling in the area of financial aid and college life. The college also provides twenty full, five-year scholarships, under the Urban Schools Organization, to minority students who are accepted into the field of teaching or an allied health field.

(OVER)

Program Operation - The school districts provide transportation for the students. Many students are from Newark. During the summer, lunch is provided by the University. There is no stipend associated with the program, but college credit is awarded. Typical types of classes taken include health, speech communication, biology, etc. with a 75% pass rate. A general observation was that 30 in the program was an ideal # of students. No criteria for selection is encorporated however, students must apply for the program.

NUMBER CURRENTLY INVOLVED:

WHO (RACES/GROUPS) ARE THEY: 95% black; 5% hispanic

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: The Bridge Program for Minority Students was a 1987 nominee for the Christa McAuliff Showcase for Excellence Award from the American Association of State Colleges and Universities (AASCU). A follow up study of the original 1986 recruits (50) shows that 17 students are currently studying for a teaching credential. The study will track the progress of these students as they fulfill the requirements toward a teaching credential.

SOURCE(S) OF FUNDING:

PROGRAM COSTS: 116,000 per summer

60,000 operating budget for academic year

ADDITIONAL COMMENTS:

F038/D12

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of Louisville

MAILING ADDRESS: Office for Minority Recruitment
University of Louisville, College of Education, Room 357
Louisville, KY 40292

TELEPHONE: 588-6428

KEY CONTACT PERSON: Rita Greer

ROLE/TITLE: Co-director-Minority Teacher Recruitment Project

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: 100%

PROGRAM DESCRIPTION: This program is a collaborative effort between the school district and University to recruit students into teaching careers. The program focuses on 2 groups: (1) the post high school student community college, post-bac or students who never attended college; (2) high school students. The program incorporates College Day - where students visit two colleges, High School Parent Night and the Teacher Mentor Program where 21 high school teachers serve as mentors to students who have expressed a desire to teach and/or have been identified as excellent candidates for teachers. The mentors provide academic and personal support and other activities that encourage preparation for and selection of the teaching profession.

NUMBER CURRENTLY INVOLVED: The Teacher Mentor Program included 140 students and 21 teachers during the 1986-87 school year

WHO (RACES/GROUPS) ARE THEY: Race = Black

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: 1986-87 was the first year of full implementation. 140 students participated. At the conclusion, 77 stated that they wanted to pursue teacher preparation programs in college. More follow-up will be forthcoming in the next three years.

SOURCE(S) OF FUNDING: $95,000 operating budget shared by the University and school district. Each mentor receives a $500 stipend.

PROGRAM COSTS:

ADDITIONAL COMMENTS: The program has another co-director - William Husk; professor in secondary education.

This program has great potential.

F038/D12

Minority Teacher Recruitment Project: A Doorway to Opportunity

MTRP Co-director Rita Greer

Rita Greer, co-director of the Minority Teacher Recruitment Project (described in the accompanying article on the Center of Excellence), leans back in her chair and chuckles at the memory of her first day on the job. Hers is the warm-hearted chuckle of a woman who has spent many years in the classroom and has survived with a deepened sense of love and wisdom.

> ***When I first arrived at the University to set up the project office I was scared to death, even on the verge of tears. A few days before I had been preparing to teach the first day of my eighth-grade social studies classes at Highland Middle School, and now here I was, charged with starting a new program and having one day to register for the first courses toward my doctorate. It was an overwhelming opportunity, but I kept asking myself, 'Can I really do this?'***

From sparse beginnings—with two tables, one chair, a telephone, and twelve names—Greer has fashioned a program that has already significantly affected the pool of minority teacher candidates in Jefferson County. She attributes much of her success to the support and encouragement of co-director William Husk, professor of secondary education, and other faculty members.

In addition to providing assistance to post-high-school graduates in applying to and moving through the teacher education programs in the School of Education, Greer has organized workshops to build self-confidence and communication skills. Now she finds her office has become a clearinghouse for inquiries from minority teachers in the local schools who need a contact in the university to answer questions about continuing study and recertification. In some cases, she has acted as an intermediary in resolving communication problems between these continuing students and their professors, often the result of the students' timidity and reluctance to ask questions during or after class. Greer sees these activities as an appropriate extension of her task: "We are interested in helping minority teachers currently in the workforce to continue in the profession. That's as important an effort as recruiting new teachers."

With adult participants in the program, Greer's main emphasis has been to convince them that, with support from project staff and each other, they can set higher goals for themselves and succeed. With promising minority high school students, Greer and others, including mentor teachers within the high schools, work to convey the importance of teaching and the rewards for those who invest themselves in sharing their knowledge and experience with their students.

After two years, Greer does admit to one disappointment, which will serve as a focus for improvement in the coming academic year. She has found that the older participants perform well on the requisite standardized tests in every area but math. "For these people," she notes, "high school math requirements could have been met by taking two general math classes. They need more than that for these tests." She plans, therefore, to provide tutoring in higher math skills for those who need extra help.

Clearly, after two years, Greer is no longer asking herself, "Can I really do this?" She exudes self-confidence and the expectation that every day will bring broader vision. Indeed, she feels a sense of mission that is inspirational to those who work with her:

> ***When I finish my work here, I am looking forward to returning to the school district and applying what I have learned there. I see so much to be done. We need more minority administrators, especially female administrators. By bringing more minority teachers into the system, we are also feeding the pipeline for administrator candidates. We're looking at providing opportunities for development all the way from adolescence to late maturity.*** ■

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Austin High School

MAILING ADDRESS:

TELEPHONE: (713) 923-7751

KEY CONTACT PERSON: Dr. Spuck, Profit Director / Mr. Kreebar

ROLE/TITLE: Originator, wrote curriculum, Initiated / Asst.-Instructor /Internship Director

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: A high school within a larger high school. students enrolled in this magnet school have indicated a strong interest in the teaching profession. Students must be enrolled in a college preparation curriculum and take serveral elective courses that are education related such as foundations of education and methods of teaching. The experience culminates with a semester internship which is similar to student teaching. The criteria for admission include that the student be in the top 25% of the junior high school class, letters of recommendation and above average grades. Jr. high school students are actively recruited to attend Austin High.

NUMBER CURRENTLY INVOLVED: 3000 students in Austin High - 150 in Program (30 seniors)

WHO (RACES/GROUPS) ARE THEY: 30% Black
60% Hispanic
10% Caucasian

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Know where they are when they leave but no formal follow-up has been encorporated. The first graduating college class will be in 1990.

SOURCE(S) OF FUNDING: Federally funded - 6 years

PROGRAM COSTS:

ADDITIONAL COMMENTS: Information packet to be sent with more detailed information

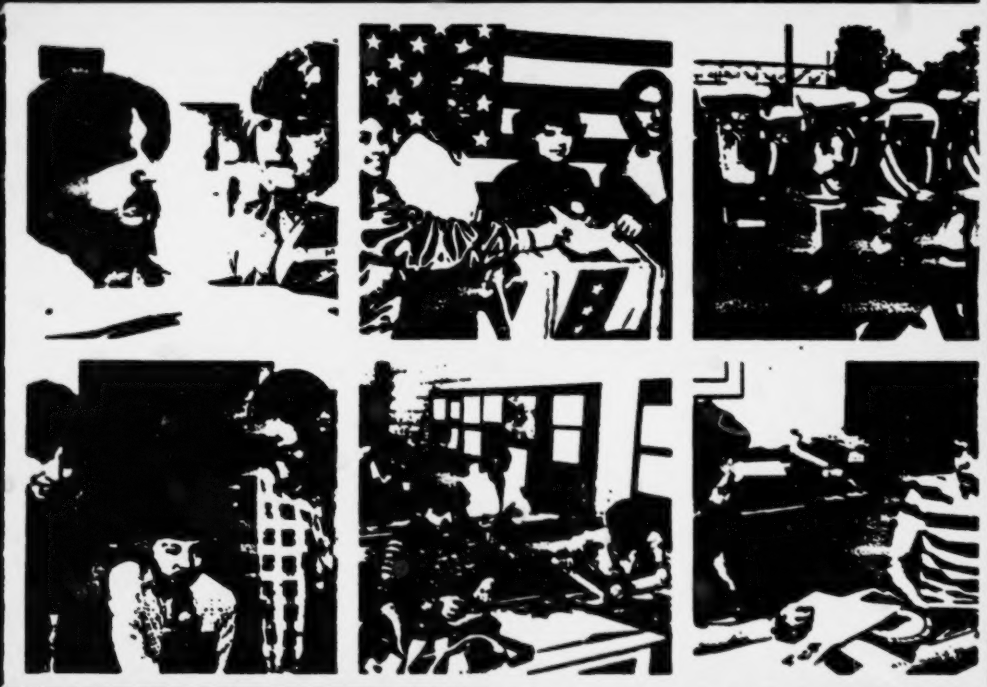
F038/D12

Austin High School
for Teaching Professions

JAY SPUCK
Magnet School Coordinator

1700 Dumble Street,
Houston, Texas 77023
Telephone: (713) 923-7751

HOUSTON INDEPENDENT SCHOOL DISTRICT



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for Teaching Professions

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Magnet Schools. . . .A Chance for a Choice
The HISD developed the Magnet School Program in 1975 as a response to the community for a more varied, quality curriculum on all grade levels. The plan was developed to attract students from every race to attend specialized schools with a career-oriented or specialized curriculum. The HISD Magnet School Program has grown over the years to enjoy national recognition.

Each Magnet school is developed in terms of a "center of excellence" concept which encompasses a strong basic academic program as well as an enrichment program.

AUSTIN HIGH SCHOOL FOR TEACHING PROFESSIONS

Austin HSTP prepares students for rewarding careers in education. Currently, there is a national teacher shortage. With this innovative new program, HISD is taking steps to offer high school students a head start on a career in education, while ensuring top quality teachers and other education personnel for coming generations.

Austin High School for the Teaching Professions is committed to the preparation of young people who aspire to the exciting and rewarding profession of education. The primary mission of the program is to prepare highly capable and highly motivated students for a career in the dynamic, rapidly changing field of education, through intensified academic training, and field experience.

A BLEND OF THEORY AND PRACTICE

Austin HSTP offers the college-bound student an enriched and intensified four-year academic curriculum. The college preparatory program meets or exceeds entrance requirements for most major colleges and universities.

Classroom study is supplemented by a preprofessional teacher training program. Field observations and classroom experiences are major thrusts of the program.

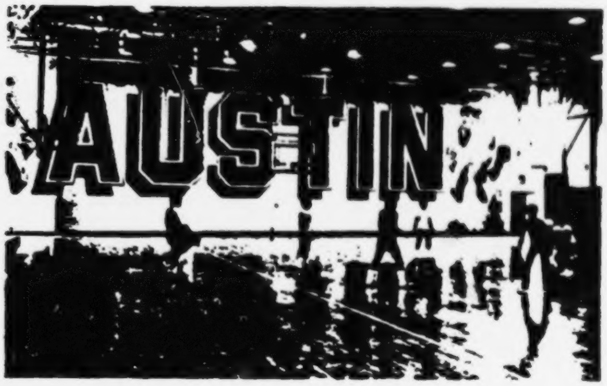
Both provide students with the valuable insights into the diverse roles and tasks of educators. Senior students also have the opportunity to serve as educational interns.

benefits ; beni

"A teacher affects eternity . . ."

DARE TO MAKE A DIFFERENCE. . . .TEACH!

While at Austin High, YOU will begin preparation for a career in the EDUCATION PROFESSION OF THE 1990's now. The outstanding faculty of Austin High School for Teaching Professions prepares high school students for our rapidly changing society by providing computer-assisted instruction. In addition, students at Austin HSTP are exposed to a variety of educational settings, including daycare centers, elementary & secondary classrooms, hospitals, corporate training programs, community agencies, libraries and universities.



GIFTED STUDENTS WITH A SPECIAL INTEREST IN BECOMING A TEACHER

Athletic activities and events are available to every student. Participation in these activities is encouraged. You will make friends easily on our court and at the same time develop skills and awareness of yourself, competition, and team endeavor.

COMMUNITY PARTNERSHIPS ENHANCE AUSTIN HSTP PROGRAM

Resources from the community, including business, industry, and local universities are a major component of the Austin HSTP program. A close working relationship with nearby institutions of higher education will provide valuable opportunities rarely available for students on the high school level.

PROGRAMS

The career interests of our students span several fields. Every student takes the required number of courses typical of any other high school but our specialized program goes far beyond the regular requirements. Activities may include classroom lectures, field trips, seminars and actual teaching experience.

Unlimited Opportunities await YOU as an Austin HSTP student:

- intensified academic program which exceeds most university entrance requirements
- valuable preprofessional teacher education training
- extensive field observations in a variety of educational settings
- "hands-on" computer-assisted instruction
- active membership in the FUTURE EDUCATORS OF HOUSTON club
- individualized college and career counseling
- stimulating senior internship under the guidance of professional educators

". . .Teaching is a priceless contribution to life."

EDUCATION OF THE FUTURE TODAY

In our demanding technological society, the educators of tomorrow must be familiar with instructional and managerial computer applications. Students enrolled in Austin HSTP are oriented to research and technology in education and the potent impact technology has on the field of education. Emphasis is placed on using the computer as an educational tool, and utilizing instructional video in the classroom.

STUDENTS EXPLORE CAREER OPTIONS, OPPORTUNITIES

Broad career opportunities and choices exist within the education profession. Austin HSTP students are made aware of the range of career areas through counseling, lectures and direct field experiences.

CAREER OPPORTUNITIES IN EDUCATION

- Elementary School Teacher
- Bilingual Teacher
- Curriculum Director
- University Professor
- School or College Librarian
- Teacher Aide
- Secondary School Teacher
- Education Diagnostician
- Career Counselor
- Corporate Training Specialist
- Kindergarten Teacher
- Community Education Representative
- School Principal
- Educational Researcher
- Instructional Supervisor
- Preschool/Nursery School Teacher
- Adult Education Instructor
- Vocational Teacher
- Educational Technology Specialist
- Teacher for the United States Military
- Director of a Youth-Serving Agency
- Special Education Teacher
- Community College Instructor
- Reading Specialist

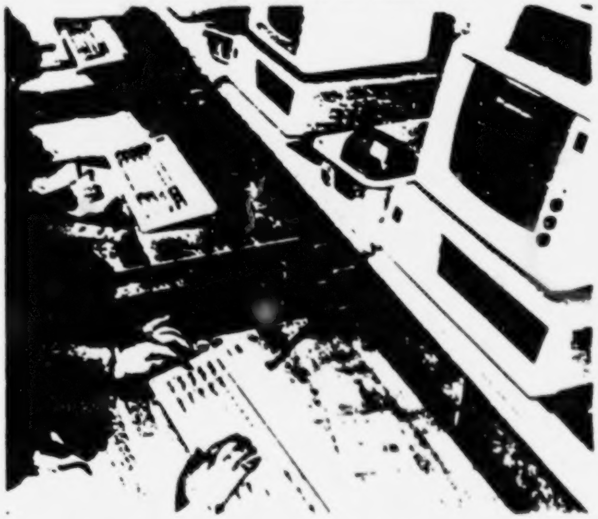
There are unlimited career postions available to the student after college graduation. The Austin HSTP education program provides the knowledge and experience that become the basis for success in college and a subsequent career.

QUESTIONS AND ANSWERS

ISN'T AUSTIN HIGH SCHOOL JUST FOR THE TEACHER-TO-BE?

Precisely! It is a program devoted to providing initial training to students interested in a career in the various disciplines of the teaching profession. However, the programs offered by the school are structured with another objective in mind — to provide the sudent with a well-balanced education to confront the world of the Twenty-First Century!

". . . Training Teachers for Tomorrow."



ISN'T THE MAGNET SCHOOL CURRICULUM DEMANDING?

Yes, the standard at our school is high but the desire to succeed is generated by the students who are aware of the expectations of the school. Students accepted into the program are those who have demonstrated success in their previous school work. Austin HSTP students making learning fun!

ISN'T IT DIFFICULT TO BE ADMITTED TO AUSTIN HSTP?

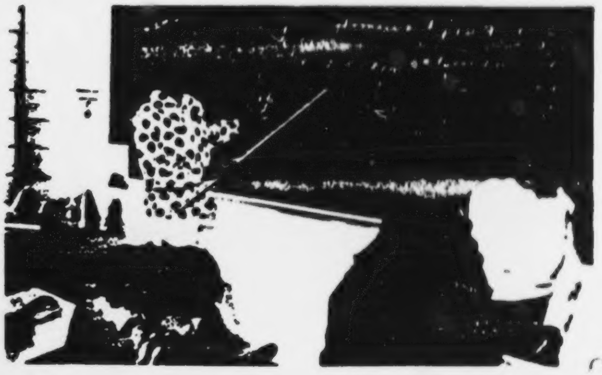
Several good students are not admitted to our school simply because they do not bother to inquire about our admission procedure and the program in general. Do not let this educational opportunity pass you by! Every prospective student is invited to discuss his/her interest and admission plans with the school personnel. Austin High School for the Teaching Profession serves the needs of all talented students interested in a career in the teaching profession.

". . .Training the leaders of tomorrow today."

WHAT MAKES THE TEACHING CAREER A TERRIFIC PROFESSION?

Teaching is a rewarding profession because it contributes to the education of others. We all live with a memory of a teacher in our heart. There is no doubt as to the great contribution that teachers make to our society. In teaching, we help others grow as well as ourselves.

In a time of unpredictable job markets, the teaching profession will always offer the most desired long-term career opportunity. The future is very promising and with certainty there will be a career awaiting you after college graduation.



THOSE WHO CAN . . . TEACH!

You are cordially invited to visit the modern and comprehensive campus of Austin High School for Teaching Professions. The school campus is strategically located only blocks from two major urban universities — University of Houston and Texas Southern University — and only minutes away from Houston's central business, medical and cultural areas.

YOU owe it to yourself and your future to investigate what Austin High School for Teaching Professions can do for YOU.

HOW TO APPLY FOR ADMISSION

Students are selected for Austin High School for Teaching Professions on the basis of academic ability, aptitude and commitment to pursuing a career in education.
For more information and a formal application, call Austin HSTP at 923-7751.

Join the CLASSROOM OF THE FUTURE today!

AUSTIN HIGH SCHOOL FOR TEACHING PROFESSIONS
1700 Dumble Street, Houston, Texas 77023
Telephone: (713) 923-7751

". . .Ours is a devotion to excellence."

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Public School Forum of N.C.

MAILING ADDRESS: 117 Glenwood Avenue
Raleigh, North Carolina 27603

TELEPHONE: (919) 832-1584

KEY CONTACT PERSON: Pat Sumner

ROLE/TITLE: Coordinator of Teaching Fellows

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: The North Carolina Teaching Fellows Program provides $5,000 per year fellowships for 4 years to high school seniors or graduates who have never been enrolled in a two-year or four-year degree granting college program.

Fellowships are in the form of forgivable loans with one-fourth of loan forgiven during each of the first four years of teaching.

Program is currently offered at 13 colleges and universities. Every campus has a coordinator who receives training.

Program is not restricted to minority students, but minority students are particularly encouraged.

Program is in its 2nd year of operation. The first class of Teaching Fellows all had SAT scores averaging 1049. They ranked in top 10 percent of their graduating classes

(OVER)

and had grade point averages over 3.0. This year's regional finalists average 1084 on the SAT.

Fellows will participate in a "Summer Odyssey" program. They will travel as a group (groups) across North Carolina studying culture, history, economic resources and conditions, education. This phase is funded with a foundation grant and $300 escrowed from the Fellowship.

NUMBER CURRENTLY INVOLVED: 1987-88 class = 400, 1988-89 applicants = 400

WHO (RACES/GROUPS) ARE THEY: 1987-88 class had 65 minority applicants and 51 minority winners. 1988-89 applicant pool has 112 minority candidates and 151 males among regional finalists.

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: Too early to see full result. The most interesting data available are related to the first class and number of applicants for 1988-89. There were over 1500 applicants for the 1987-88 class. There were 2235 applicants for 1988-89 which have been reduced to 617 regional finalists.

SOURCE(S) OF FUNDING: 400 awards (per year) funded by the General Assembly ($20,000 x 400 = $8,000,000)

PROGRAM COSTS: Yearly awards plus $75,000-10C,000 in management, recruiting, interviewing, etc.

ADDITIONAL COMMENTS: This program has great potential for translation to Tennessee. It should be carefully studied. I recommend bringing Pat Sumner to meet with the State Task Force and TACTE.

A key to this program is coordinated information and communication with superintendents, principals. guidance counselors, campus coordinators, the State Department Office of Teacher Recruitment and legislators. Legislators serve on screening committees. Public School Forum does training sessions across the state each fall for all counselors and teacher recruiters.

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north carolina
TEACHING FELLOWS
program

APPLICATION AND SELECTION PROCESS

The North Carolina Teaching Fellows Program is open to any North Carolina high school senior or North Carolina high school graduate who has never been enrolled in a two-year or four-year degree-granting college program.

Each applicant file must include:

- An application form completed by the candidate;
- A high school transcript;
- A writing sample;
- Two reference forms from high school teachers who have had the applicant in class and one form completed by a member of the community who is not a member of the applicant's immediate family.

All applicants for the Teaching Fellows awards will be screened by a local committee composed of people from the applicant's community. Students who are selected as regional finalists will be screened by a committee composed of people from the educational region in which the applicant lives.

At both the local and regional levels, applications will be reviewed and the top candidates will be interviewed. The committees will evaluate the applicants on their application material and the quality of their interviews.

Local screening and interviews will be completed by December 21, 1987. Regional screening and interviews will be completed by February 27, 1988. Award winners will be informed of the Teaching Fellows Commission's decision by April 8, 1988.

Applicants must apply and be accepted by the college of their choice offering the Teaching Fellows Program.

GUIDELINES

Teaching Fellows award recipients will be required to maintain a 2.0 grade point average on work attempted during their freshman year of college. By the end of the sophomore year, Teaching Fellows will be required to maintain a cumulative grade point average of 2.5 and to meet the standards required for admission by the teacher training department in which the Teaching Fellow is enrolled. A grade point average of 2.5 must be maintained throughout the Teaching Fellow's junior and senior years.

Teaching Fellows will be expected to participate in selected summer programs. Some programs will be limited in duration (1-3 weeks), and others will be designed as extended internships. Up to $300 per year of the Teaching Fellows award may be held in escrow to defray the costs of summer programs.

Teaching Fellows will be required to live on campus during their freshman year.

Completed applications must be returned to the high school guidance office no later than November 16, 1987.

FREQUENTLY ASKED QUESTIONS

QUESTION: If I am selected as a Teaching Fellow, what are my obligations?

ANSWER:

a. Enroll as a full-time student at an institution designated by the Teaching Fellows Commission for the academic year after receiving the award. This year 13 colleges have been selected as Teaching Fellows schools.

b. Pursue studies as a full-time student leading to certification to teach in North Carolina's public schools.

c. Maintain a minimum 2.0 grade point average on work attempted during your freshman year. By the end of the sophomore year, Teaching Fellows will be required to maintain an overall 2.5 grade point average and meet the requirements for admission to the teacher education program to which the student must apply and be accepted. A cumulative 2.5 is required for the junior and senior years.

d. Participate in special summer programs and other special activities as established by the Teaching Fellows Commission. Summer programs may vary in length from one week in Raleigh for a leadership training conference to employment/internship in summer schools or with other state agencies or businesses. Up to $300 per year of the Teaching Fellows award may be held in escrow to defray the costs of summer programs.

QUESTION: How many years do I have to repay the scholarship/loan? Can I do graduate work or begin a family and still fulfill my obligations for repayment?

ANSWER: You will have seven years after graduation from college to repay your obligations to the state of North Carolina. If you teach for four of the seven years your debt is repaid. If you do not teach, you will begin repayment of the loan, with a 10% interest charge, payable immediately in equal installments on a quarterly basis over a period of four years. You do not have to begin teaching or repaying the loan immediately after graduation if you are enrolled as a full-time graduate student at an institution of higher education. If you begin teaching and leave for graduate work or begin a family, you are not obligated to begin repayment until such time as you no longer have enough years remaining to fulfill your teaching obligation. The Commission can, on request, make an exception in cases of emergency.

QUESTION: Will I be assured of a job when I graduate?

ANSWER: No, but with the implementation of the Basic Education Program in North Carolina, there will be a strong demand for new teachers over the next five years. Also, the status and quality of Teaching Fellows should be such that school districts will be eager to employ those who have completed the program.

QUESTION: What are some of the features of the Teaching Fellows Program that make it different from other scholarships or teacher education programs?

ANSWER: Teaching Fellows will be recognized on each campus as outstanding students and future teachers. Every effort will be made through a variety of training experiences to expose Teaching Fellows to the worlds of education, business, and politics. Classes, seminars, field trips, internships, conferences, and social and cultural events will be integrated into your program during the academic year and during the summer months. Many campuses will have faculty mentors or teachers from elementary and secondary schools working with Teaching Fellows on a one-to-one basis as a coach and advisor.

QUESTION: Do I have to live on campus?

ANSWER: Teaching Fellows will be required to live on campus during their freshman year only. Several schools have made arrangements for you to live in the same dorm with other Teaching Fellows

QUESTION: Does this scholarship automatically guarantee my acceptance as a student at one of the schools listed?

ANSWER: No. You must apply and be accepted by the school you wish to attend. This includes requests for housing and all other requirements of application by that particular school. We encourage applicants to apply to their first and second choice schools. Since the Commission has set a limit of 60 Teaching Fellows per campus, you may not be able to attend your first choice school if you accept a Teaching Fellows award. School choices must be made carefully. Teaching Fellows identified as regional finalists will have an opportunity to make a final selection for their first, second and third choice schools on the day of their regional interview.

QUESTION: What would happen if I decided to transfer to another college?

ANSWER: You may remain in the Teaching Fellows Program as long as you transfer to another school selected to offer the program. There are 13 schools where the program is currently being offered. If you decide to transfer to a school not offering the Teaching Fellows program, you would be required to repay any amount of the scholarship you had received to that date.

SCREENING PROCESS

A Guide For Selecting North Carolina Teaching Fellows

The North Carolina Teaching Fellows Program is designed to identify academically talented students interested in teaching and to help those students become teachers by awarding scholarship loans for four years of undergraduate study, repayable by teaching for four years in a North Carolina public school.

The first class of Teaching Fellows is a bright, energetic and inquisitive group of freshmen. All Teaching Fellows had SAT scores above the state average of 835. They ranked in the top 10 percent of their high school graduating class and had a grade point average over 3.0.

Screening committee members will be asked to look for qualities such as leadership, strength of character, strong demonstrated interest in the profession and a desire for learning that are associated with successful teachers.

More than 1,000 people across the State of North Carolina will soon begin interviewing and assessing applicants for the North Carolina Teaching Fellows Awards. They deserve a special "thank you" for their dedication to improve our schools. As an aid to the persons who will be involved in this process, the following guide has been prepared.

Steps and Dates For Application And Screening

STEP ONE: School superintendents designate a chairperson for the School District Screening Committee and name the members of the committee; superintendents have been encouraged to include PTA/PTO members, school board members, local business people and school personnel on the School District Screening Committee.

STEP TWO: Students complete their application forms and return the forms and sealed references to their high school guidance office by **November 16, 1987.**

STEP THREE: Guidance counselors (Fellows Liaisons) receive and prepare the student applications for the screening committee. This involves completing the scholastic profile and filling out a composite form.

STEP FOUR: School personnel will assess student potential.

STEP FIVE: Counselors shall forward all applications to the chairperson of the School District Screening Committee.

STEP SIX: The chairperson of the screening committee shall schedule writing and interview sessions for all applicants.

STEP SEVEN: School District Screening Committee shall interview and assess all applicants. ALL applications must be mailed to the Teaching Fellows Commission no later than **December 21, 1987.**

STEP EIGHT: The Teaching Fellows Commission will review all of the local school system composite forms and forward the application files of the highest ranking candidates to the chairpersons of the Regional Screening Committees.

STEP NINE: Regional Screening Committees, appointed by the Teaching Fellows Commission, will interview and assess students between **February 6 and February 27, 1988.**

STEP TEN: Regional Screening Committees shall forward the regional composites for each candidate to the Teaching Fellows Commission by **February 29, 1988.**

STEP ELEVEN: The Teaching Fellows Commission will review all of the regional composites and announce the Teaching Fellows Awards by **April 6, 1988.**

Applicant File

Teaching Fellows Liaisons should create an applicant file for each student completing an application. A manila folder with the applicant's name printed or typed on the tab is requested. This file should include: the application, three sealed references, and a composite form. After the student has completed the school district screening process, the writing sample also must be included.

School District Screening Procedures

The criteria to be considered in the local assessment process include: academics, communication skills and extra-curricular activities. Following is a brief description of each criterion and recommendations for the evaluation of each.

SCHOLASTIC PROFILE—This portion of the ranking process is very rigid. The composite ranking of student academic performance is based on data provided by the Guidance Office. It includes SAT scores, GPA and class rank. Once determined, this composite score does not change. The student must review the scholastic profile sheet after it has been completed by the counselor. Both the counselor and the student must sign a form agreeing that the information given is accurate.

A student can score a possible 55 points on the scholastic profile composite.

ALL STUDENTS' ACADEMIC PERFORMANCE MUST BE ASSESSED USING THE COMPOSITE FORM—The designated Fellows Liaison (a counselor) in each high school will prepare the composite form for the School District Screening Committee.

SCHOOL ASSESSMENT OF STUDENT POTENTIAL—The principal, along with other persons designated by him/ her, shall assess the applicant's contributions to the total school program. The assessment should reflect those characteristics and qualities which could contribute to the success of this student as a future teacher. This is an opportunity for school personnel who are most familiar with the student to have a voice in the selection process. Care should be taken not to let personal bias affect the assessment. Professionals should ask themselves: "Is this the person I would like teaching a class next door to me in four years?" The principal must sign the assessment results.

WRITING SAMPLE—Students should be scheduled 45 minutes before their interview for their writing sample. The students should be placed in a quiet room, and a designated person should give each student a copy of the printed instruction sheet. This person should be present during the writing period to answer questions and monitor the students. If necessary, several students can be scheduled at the same time.

The writing sample is to be placed in the student's applicant file. **The essay will be assessed by a separate evaluation committee in each of the eight education regions before the regional screening.**

INTERVIEWS—Interviews for all applicants **MUST** be conducted by the School District Screening Committee. If a large number of applications are received, School District Screening Committees should be divided into subcommittees of three members each for these assessments. The purpose of the interview is to assess the following: a student's conceptual ability, clarity of expression, self-confidence/poise, imagination, enthusiasm and dedication to learning and teaching. Each of these attributes will be evaluated with a 1-lowest to 5-highest rating leading to a composite score. A form for rating will be available. There will also be a list of suggested questions. The committee is encouraged to use their judgment and to ask follow-up questions in order to determine the attributes. There are no right or wrong answers.

TIPS FOR INTERVIEWERS

- Assign questions to specific committee members in advance.
- Assign a specific committee member to watch body language.
- Every committee member needs to listen carefully to all responses.
- Special attention should be focused on grammar and clarity of answers.
- A committee member should be designated to monitor time.
- The chairperson should introduce the student to the committee, and the committee members to the student.
- The committee should reach a consensus score for each candidate and record the score for each candidate and record the score on the applicant assessment form before moving to the next interview.
- At the end of the interview, students should be asked if they have any questions or comments for the committee.
- Students also should be told what the next step in the process will be and when they can expect to know the results.

SCHOOLS/COMMUNITY ACTIVITIES/EMPLOYMENT—The score for this criterion will come from the committee's evaluation of the Schools/Community Activities Sheet on the application form. There are three levels of involvement ranging from perfunctory involvement at the school level to exhibited leadership in both the school and community. Employment after school and during the summer will be considered as an indication of personal commitment and initiative on the part of the applicant. The committee must make a determination between long-term involvement in school/community activities or continuous employment because of financial need. These two options are equal in value on the composite, and the committee must select only one.

REFERENCES—Counselors should give each student three reference forms with his or her application. References should be returned by the applicant to the counselor in a sealed envelope with the signature of the person completing the reference written across the sealed flap of the envelope.

THE WRITING SAMPLES AND REFERENCES WILL BE EVALUATED ONLY BY THE REGIONAL SCREENING COMMITTEE.

Regional Screening Procedures

The eight Regional Screening Committees will be composed of educators, elected officials, business persons and PTA/PTO representatives. When possible, the screening will take place on Teaching Fellows campuses.

The Regional Screening Committees will meet on two consecutive Saturdays between February 6 and 27. Each committee shall be trained on the morning of the first Saturday. Interviews will take place in the late morning and all afternoon of the first Saturday and all day on the second Saturday.

Regional Screening Committees will interview each regional finalist. The Regional Screening Committee will be divided into subcommittees of three each. In addition to the interview, the committee will consider the scholastic profile composite, school/community/employment activities, writing sample and references. Following is a brief description of each criterion and recommendations for the evaluation of each.

SCHOLASTIC PROFILE—Same as local screening procedures.

INTERVIEWS—Same as local screening procedures.

SCHOOLS/COMMUNITY ACTIVITIES/EMPLOYMENT—Same as local screening procedures.

WRITING SAMPLE—Score will be determined by a separate evaluation committee before the regional screening.

REFERENCES—The reference form will ask for an overall recommendation of the student, and the scores from each person writing a reference will be added to obtain the total score. Students receive one point for obtaining three references.

Frequently Asked Questions

Question: "How many awards will there be?"

Answer: The General Assembly has provided funding for 400 Teaching Fellows awards.

Question: "Are students guaranteed their first choice of colleges?"

Answer: As much as possible, students will be able to attend their first choice of college. However, no more than 60 Teaching Fellows will be assigned to an individual campus. As a result, some students may be assigned to their second or third choice of college.

Question: "Does receiving a Teaching Fellows award mean automatic acceptance to the college of choice?"

Answer: No. Teaching Fellows award winners must apply and be accepted by the college as any other student would.

Question: "What are the 'pay-back' provisions in the Teaching Fellows Program?"

Answer: For each year a Teaching Fellow teaches in a North Carolina public school following graduation from college, one-fourth of the award is forgiven. Therefore, the award is considered "repaid" after four years of teaching. Each Teaching Fellow has seven years following graduation to satisfy the four-year teaching requirement.

If a Teaching Fellow does not meet this requirement, he/she would be obligated to repay the appropriate portion of the award.

Also, if a Teaching Fellow does not maintain his/her grades during college or drops out before graduation, he/she will be obligated to repay the total award that had been made to that point.

A FINAL CHECKLIST

Before applications are returned to the Teaching Fellows Commission, please make sure the following material is included in the applicant file:

1) The application form
2) 3 sealed references
3) The writing sample
4) The School District Composite Form

Return the material to:

The Teaching Fellows Commission
117 Glenwood Avenue
Raleigh, NC 27603

If you have any questions, you may call or write Pat Sumner or Jo Ann Norris at the Teaching Fellows Commission—(919) 832-1584.

Teaching Fellows Applicant Composites

CRITERIA	TOTAL POSSIBLE	APPLICANT ASSESSMENT	COMPOSITE
1. SCHOLASTIC PROFILE			
• **SAT scores**			
835-900 = 5 pts. 1,001-1,100 = 15 pts. 901-1,000 = 10 pts. 1,101 + = 20 pts.	20		
• **GPA**			
2.5-2.7 = 10 pts. 3.0-3.4 = 20 pts. 2.8-2.9 = 15 pts. 3.5+ = 25 pts.	25		
• **Class rank**			
Upper 30% = 2 pts. Upper 15% = 8 pts. Upper 25% = 4 pts. Upper 10% = 10 pts. Upper 20% = 6 pts.	10		
Scholastic Profile Total	55		

The scholastic profile, once completed by the applicant's high school counselor, remains the same.

2. SCHOOL ASSESSMENT OF STUDENT POTENTIAL (To be completed by school personnel and considered at school district level only.)

None = 0 pts.   Above average = 7 pts.
Below average = 3 pts.   Superior = 10 pts.
Average = 5 pts.

School Assessment of Student Potential Total	10		
3. INTERVIEW			
• Thinking approach	5		
• Clarity of expression	5		
• Self-confidence	5		
• Imagination	5		
• Enthusiasm	5		
• Dedication to learning	5		

Each of the above will be rated with a 1-lowest to 5-highest rating.

Interview Total	30		
4. SCHOOL/COMMUNITY/EMPLOYMENT			
• Perfunctory involvement at school level	10		
• Long-term involvement, offices, honors, awards	15		
• School and community involvement including hobbies, special interests and jobs	20		
OR			
• Continuous employment as evidence of financial need	20		

Choose the answer that best describes the student's school/community/employment activities.

Sch/Comm/Employ Total	20		
SCHOOL DISTRICT COMPOSITE	115		

THE FOLLOWING WILL BE EVALUATED AT THE REGIONAL LEVEL ONLY.

5. WRITING SAMPLE (Score will be determined before screening.)

Writing Sample Total	15		

6. REFERENCES (Add points from forms to determine total plus one point if student obtained three references.)

References Total	10		
REGIONAL SCREENING COMPOSITE	125		

north carolina
TEACHING FELLOWS
program

117 Glenwood Avenue Raleigh, North Carolina 27603 (919) 832-1584

Mr Thomas W. Lambeth
Chairperson

Mrs Maryoe Bright
Dr William J (Joe) Cowan
Dr Herbert A Exum
Dr Gladys Graves
Ms Linda Little

Dr Kenneth Newbold
Dr Ben D Quinn
Mr Roby F Shore
Mrs Norma Turnage
Dr Leroy T Walker

Donna Oliver
Burlington, NC

1987-88
NATIONAL TEACHER OF THE YEAR

"Teachers are the main positive influence and role models in the lives of their students. We're the ones who say to them, 'You can be anything you want to be.' Throughout our history, teachers have been the role models who have eased the pain caused by changes in our society."

TEACHING FELLOWS

Mr. Thomas W. Lambeth, Chairperson
Mrs. Margaret [illegible]
Dr. William J. (Bill) [illegible]
Dr. Herbert A. Exum
Dr. Gladys Graves
Mr. [illegible]
Dr. Kenneth Newbold
Dr. [illegible] Quinn
Ms. [illegible] Shaw
Ms. [illegible] Turnage
Dr. Leroy T. Walker

Commission Member
Dr. Leroy T. Walker
[illegible]

The preparation of future generations is directly related to the quality of teaching. The teaching profession is presently short of males and minorities, and opportunities to help correct this serious deficiency are now available.

The teaching profession is exciting, ego-satisfying and spiritually uplifting. Teachers are vital to America's future; they do touch tomorrow.

Commission Member
Dr. Gladys Graves
[illegible]

Commission Member
Dr. Herbert A. Exum
[illegible]

There is no greater calling than to be a teacher. Now, more than ever, we need the brightest and the best in teaching.

ProjecTeach
[illegible] Avenue
Raleigh, NC 27603

TEACHING

A Proud Heritage
A Rewarding Future

ProjecTeach

BEST COPY AVAILABLE

37

DONNA OLIVER, the 1987 National Teacher of the Year, is the most recent in a long line of teachers whose dedication and support have helped young people learn and prosper in a rapidly changing world.

Black teachers played crucial roles in the expansion of educational opportunities to freed slaves after the Civil War. Black teachers made sure that black youngsters had the best preparation possible to achieve in a segregated society through the 1950s. And black teachers helped children cope with and grow through integration.

Our schools are undergoing new changes that promise to have as much impact on black youngsters as any of these major developments. Now, however, there is a real question as to whether there will be enough black teachers in our schools to serve as positive role models for all children.

THE SHORTAGE of quality teachers, especially minority teachers, has captured the attention of North Carolina's leaders.

In 1986, the General Assembly established the North Carolina Teaching Fellows Program to encourage college students to consider teaching as a career.

The Teaching Fellows Program provides $5,000 per year for up to four years of college to as many as 400 future teachers.

The awards are given as loans, but recipients who teach in North Carolina's public schools after graduating from college will NOT have to repay the loan. Students who receive the award for all four years of college are required to teach four years to be forgiven of repayment obligations.

The North Carolina Teaching Fellows Commission strongly encourages black high school students to consider teaching as a career and to apply for the Teaching Fellows Program to finance their college educations.

IN ADDITION to the Teaching Fellows Awards, a number of factors combine to make the teaching profession more and more attractive. These include:

Increasing salaries

North Carolina's teacher salaries have been raised more than 30 percent in three years, and the new Career Ladder Plan provides for salaries of $40,000 once the plan is fully implemented.

Improving working conditions

The Basic Education Plan provides for smaller class sizes and more time for teachers to plan and work with individual students. New state funding will provide for the construction of many new schools.

An expanding number of teaching positions

The Basic Education Plan calls for the hiring of thousands of new teachers in the coming years. Combined with the fact that North Carolina is one of the country's fastest growing states, the job outlook for future teachers is excellent.

IF YOU ARE interested in learning more about the North Carolina Teaching Fellows Program, just return this reply card. It could be the first step toward an important career decision that would better our society.

YES!

Please send me more information about the North Carolina Teaching Fellows Program and how it can provide money for college and preparation for a successful career.

Name

Address

City/State

Zip Code

north carolina
TEACHING FELLOWS
program

BEST COPY AVAILABLE

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: South Carolina

MAILING ADDRESS: South Carolina Center for Teacher Recruitment (SCCFTR)
105 Withers Avenue
Rock Hill, SC 29733

TELEPHONE: (803) 323-4032

KEY CONTACT PERSON: John Norton / Jenice

ROLE/TITLE: Director / Secretary

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: 100%

PROGRAM DESCRIPTION: A Task Force composed of representatives from all 28 Teacher Education Institutions in South Carolina contributed to the development of a comprehensive recruitment strategy in South Carolina which includes: T.V. and newspaper advertisements, direct mail and a toll-free hotline as activities conducted in an established center for teachers recruitment. Other programs coordinated by the center include: STATE TEACHER LOAN PROGRAM: forgiveable loan program at rate of 20% per year. Eligible students receive $2,625 1st 2 years and $4,000 last two years. Areas of need include math, science, library science, special ed., foreign language and geographic areas. Criteria for Teacher Loan Program are: S.C. residency, 2.75 GPA or above, 826 SAT Score or top 40% on EEE (similar to PPST).

TEACHER CADET PROGRAM: small grants provided for a one or two semester course offered daily for high school or college credit. The course is team taught by college

(OVER)

and high school faculty. To be eligible for the program students must have 3.0 GPA, be enrolled in a college preparation program and be recommended by 3 teachers.

Teacher Cadet Program

NUMBER CURRENTLY INVOLVED: 1986-87 - 28 high schools; 18 school districts; 400 students

WHO (RACES/GROUPS) ARE THEY: 32% black/ 25% male

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: 1986-87 - 30% of students planned to enter teacher prep programs. An additional 35% were undecided and would consider teacher training as an option.

SOURCE(S) OF FUNDING: State supported; coalition of public school, college - government leaders, grant from South Carolina Committee on Higher Education, state budget.

PROGRAM COSTS: 1986-87 - 250,000 - 360,000 (1987-88)

ADDITIONAL COMMENTS: CADET PROGRAM - Provides grants up to $1500 per site for support. Credit for course left up to participating college and high school.

F038/D12

"To hope is not to be mired in the past or shackled in the present but to try new things."

Rep. Lewis Phillips
S.C. Superintendents Conference
July 13, 1987

Preface

The Education Improvement Act of 1984 represents the hope of South Carolinians that we can create schools as good as any in the nation. Some folk have said that South Carolina is presumptuous to even imagine such a possibility. And yet we dare to hope and to try new things.

The Center for Teacher Recruitment represents another new venture for South Carolina. The Center stands or falls on this simple premise: We cannot have excellent schools without excellent teachers, and we cannot have excellent teachers anymore unless we work hard to get them.

Some folk assume that there will always be an adequate supply of good teachers because our bright women and minorities have taken care of our needs in the past. If you share this point of view, I suggest that you spend some time with the young men and women in the top 40 percent of our high school classes. We've been talking to these young people, and I can tell you that with very few exceptions, today's talented 16-21 year olds have no plans to teach. Who will teach their children? "Computers," they tell us. "Somebody. Not me."

A great national debate over teacher supply continues. Some researchers argue that we will have a sufficient number of teachers five and ten years down the road. Other researchers of equal stature say a numbers shortage is imminent. But most researchers agree that we are not attracting our share of the best and brightest into teaching. Nor are we attracting enough male teachers, minority teachers or rural teachers.

After eighteen months as a teacher recruiter, I'm certain of two things: (1) The Legislature's commitment to the Southeastern teacher salary average is attracting new talent to the profession; and (2) We can interest bright young people in teaching, although intensive efforts like the Center's Teacher Cadet program are required to do so.

The Center for Teacher Recruitment received $236,000 in state EIA funds during the 1986-87 fiscal year. The Center's budget will increase to $360,000 in 1987-88. These are precious tax dollars, won in a hard fight back in 1984. As the demands on the EIA increase, the demand for EIA resources increase as well. We understand that. We take our stewardship of our EIA funds seriously, and we intend to make a contribution to education improvement that will justify the Legislature's faith in our efforts.

I think this annual report will show that we are about our business.

The Center staff and policy board are very appreciative of Winthrop College's willingness to provide our recruitment effort a base of operations. President Martha Piper and her executive staff have never lost sight of the consortial nature of the Center and our need to serve all colleges and schools in the state. Special thanks go to Winthrop education dean Jim Fouche and assistant dean Mike Griffin. Carol Jeane Hooks, our assistant director, and Jeniece Dover, our administrative specialist, make it all work.

John Norton
SCCTR Director
September 1, 1987

TEACHING IS REACHING THE NEXT GENERATION

SCCTR
South Carolina Center
For Teacher Recruitment

(11/15/87)

SCCTR Recruitment Activities

Teacher Cadet Program - Offers high school juniors and seniors of good academic ability th opportunity to study the art and craft of teaching. An outstanding teacher with support from college faculty offers the course for one or two semesters, using the Center's model curriculum or the college's course materials. The Center provides grants of up to $1,500 per site to support the program. In 1986-87, 28 high schools in 18 school districts were partnered with 15 colleges and universities to offer Teacher Cadets. In the fall of 1987, 55 high schools working with 18 colleges are participating. A final expansion to about 80 high schools is planned for 1988-89.

Advertising and Marketing - The Center conducts periodic advertising efforts to make contact with young people and adults who may be interested in teaching as a career. Using television and newspaper advertising and personal contact, the Center's marketing program employs a pair of in-state WATS lines to counsel interested persons about teacher loans, supply and demand projections, MAT and critical needs certification programs, etc. *Anyone can call the Center tollfree in South Carolina by dialing 1-800-722-0172*. The Center secured donations of $28,000 in 1986-87 to support the television campaign.

Direct Mail Campaigns - The Center carries out mail campaigns to target audiences, including high school seniors with SATs in the upper 40 percent of the population, and minority students who intend to enroll in college. The materials used in these campaigns are research-based, drawing on the work of academic investigators and the results of the Center's own focus group sessions with high school and college students.

Conferences - The Center sponsored a 2-day conference in March 1987 for rural school districts interested in improving their teacher recruitment practices. The conference shared success stories and helped districts develop effective recruitment strategies. Future conferences are in the planning stages, including a 1988 gathering to examine the issue of support for first-year teachers.

Teacher Forum - The Center, with support from the Education Commission of the States, sponsors an annual forum for district teachers-of-the-year where they discuss issues that bear on supply, retention, and the workplace. Proceedings are shared with legislators and other policymakers.

Teacher Education Graduates Directory - The Center publishes an annual directory of students graduating from South Carolina colleges and universities with teaching ceredentials. The directory is indexed by college and certification area, and includes an index to help districts identify minority students.

Speakers Bureau - The Center provides speakers to Teacher Cadet programs, in-service programs and to civic and professional organizations interested in discussing the issues of teacher quantity and quality. Two teachers-in-residence work with the Center to support the Cadet program and to speak on college campuses and at teacher in-service workshops.

Teacher Job Bank - The Center invites school districts to list job openings and encourages teachers looking for positions to place a resume on file with us. The Center runs ads frequently in the state's largest newspapers notifying teachers of this free service.

For more information, contact John Norton, Director, 105 Withers, Rock Hill, S.C. 29733 (803)323-4032. Or call toll-free 1-800-722-0172 in South Carolina.

TEACHING IS REACHING THE NEXT GENERATION

SCCTR
South Carolina Center
For Teacher Recruitment

The SCCTR Teacher Cadet Program: Our History and Our Goals

A BRIEF HISTORY

South Carolina's Teacher Cadet program can trace its origins to a small but innovative program at Conway High School in the Horry County School District. In 1975, foreign language teacher Bonner Guidera began using part of her planning period to work with a few of Conway High's outstanding students. The students -- all of whom had an interest in learning more about the art and craft of teaching -- were given opportunities to tutor high school studetns and to work as aides in the elementary schools.

In 1984, Ms. Guidera and fellow teachers Martha McManus and Barbara Boling decided to seek a grant from the Carnegie Foundation for the Advancement of Teaching to expand their informal effort into a structured course available to high-achieving students. With support from Conway principal Mike King, the teachers submitted a grant application for a "Cadet Teacher" program, picking up that description from the Carnegie Foundation literature, which itself was drawn from Carnegie president Ernest Boyer's 1983 study *High School*.

In his book, Dr. Boyer recommended that "every high school establish a cadet teacher program" that would allow good students to "have opportunities to present information to classmates, tutor students needing special help, and meet with outstanding school and college teachers."

Although the Conway grant proposal was not funded by Carnegie, the idea of a Cadet course attracted the attention of Dr. Jim Rex, then dean of the Winthrop College school of education. Using a special legislative appropriation, Winthrop had established a task force on teacher recruitment in 1984 made up of representatives from most of the state's colleges and education associations. The task force was looking for worthy projects to further its goals and began to explore the Cadet idea. Under the leadership of Winthrop special projects director Dr. Patricia Graham, principals from some of South Carolina's leading high schools were invited to consider becoming pilot Teacher Cadet sites.

With a promise of grant support from Winthrop, four high schools agreed to serve as pilot sites for the Cadet program during the 1985-86 school year. The schools also agreed to form partnerships with nearby colleges and to involve college faculty in the teaching of an introduction to education course. Conway High (principal Mike King) formed a partnership with Coastal Carolina College; Rock Hill High School (principal Eric Lessmeister) joined with Winthrop College; Spartanburg High School (principal Joe Delaney) agreed to work with Converse College, and Florence's Wilson High School (principal Allie Brooks) teamed with Francis Marion College.

(Over)

As the Cadet pilot programs were getting underway in the fall of 1985, the Educator Recruitment Task Force organized by Winthrop was in the midst of preparing a grant application for $236,000 in state funds earmarked for teacher recruitment. The Task Force,which now represents all 28 colleges in South Carolina offering teacher education, was awarded the grant by the state Commission on Higher Education and moved at once to establish the S. C. Center for Teacher Recruitment. The Center is now headquartered at Winthrop but is not a Winthrop program -- it serves all state colleges and schools.

During the spring of 1986, the Center initiated plans to expand the Teacher Cadet network. High school principals from each of the state's more than 200 high schools were invited to attend a meeting to discuss the Cadet concept. By May of 1986, 24 high schools had agreed to begin the program during the 1986-87 school year. Four other high schools joined the program for the second semester of 1986-87.

Today, the Cadet network serves 28 high schools partnered with 15 colleges and universities. The Center plans to expand the program to as many as 60 sites in 1987-88 and is seeking a major corporate sponser to help underwrite that expansion. More than 40 new high schools have already expressed an interest in beginning the program, and five new colleges have also indicated a willingness to become college partners.

The Center has contracted with college and high school faculty members already involved in the program to write a curriculum and resource guide, which will be available when new teachers are trained in the Summer of 1987.

PROGRAM GOALS

The Teacher Cadet Program is considered an introduction or orientation to the teaching profession. Its main purpose is to encourage students who possess a high level of academic achievement and the personality traits found in good teachers to consider teaching as a career.

Students are exposed to teaching careers and the education system through class discussions, observation and participation in public school classrooms, and interactions with successful administrators and teachers. A auxiliary goal of the program is to provide students with knowledge about the profession so they can be better informed citizens.

The program's objectives include:

(1) Providing students with the opportunity to view schools and the education process through the eyes of a provider rather than a consumer;

(2) Acquainting students with a variety of education careers;

(3) Studying the school as a learning environment and a social system;

(4) Becoming aware of problems and innovations in education;

(5) Giving students the opportunity to observe and assist in a variety of education settings; e.g., preschool, elementary, middle, high school, vocational school.

(6) Introducing students to the concepts and skills used by effective classroom teachers; i.e., observation, role playing, problem solving, decision making, planning, time management, counseling, etc.

(7) Providing closely supervised field experiences;

(8) Examining agencies and groups that influence decision making and the governance of schools; i.e., state, local and federal governments, parents, teachers, students, business, etc.

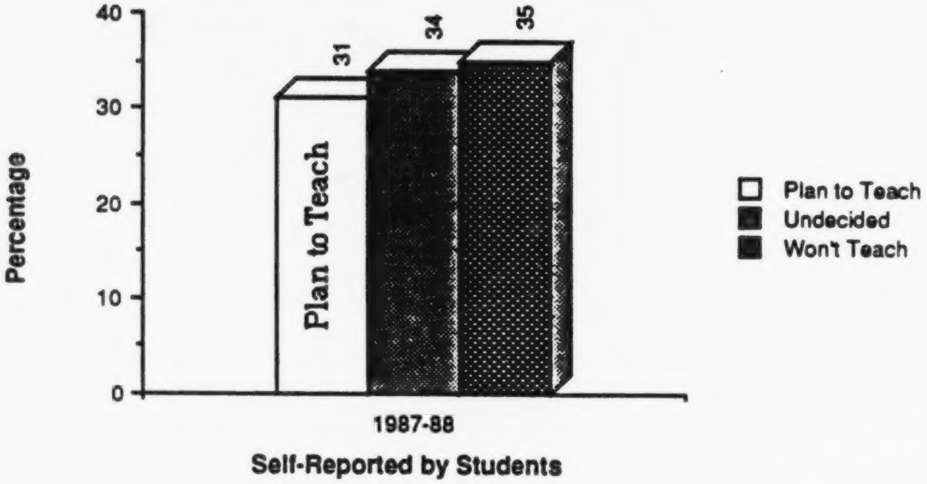
EVALUATION

The Center is collecting data on all students in the program, including pre- and post-course career goals information. The Center will follow Teacher Cadet graduates into college in a longitudinal study to determine career choice. At the end of the pilot stage (four sites), more than one-third of the students involved declared their intentions to major in teacher education when they enrolled in college in the Fall of 1986.

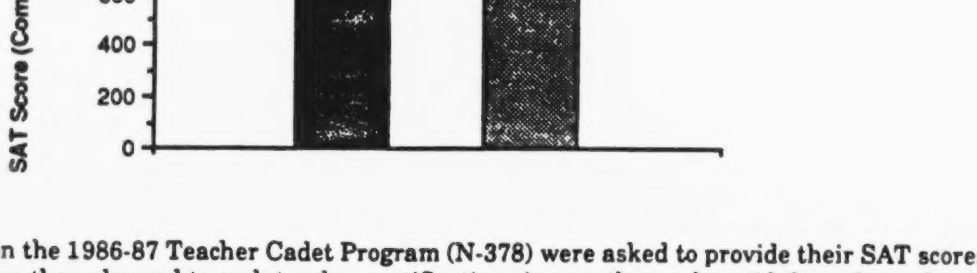
TEACHING IS REACHING THE NEXT GENERATION

SCCTR
South Carolina Center
For Teacher Recruitment

Teacher Cadet 1st Year Results



SAT Average of Teacher Cadets Planning To Teach



Students in the 1986-87 Teacher Cadet Program (N-378) were asked to provide their SAT scores and to say whether they planned to seek teacher certification. Among those who said they planned to become certified, the average combined SAT score was 955. (Source: SCCTR survey) During this same testing period, students in South Carolina who said they planned to become teachers had an average SAT score of 792 (Source: College Board)

HOW WILL I KNOW WHETHER I AM RECEIVING A GUARANTEED STUDENT LOAN OR A TEACHERS LOAN?

The notice of approval will explain the type of loan you are receiving.

WHERE CAN I GET AN APPLICATION?

You may pick up a GSL application and a Teachers Loan Supplemental Form from the Financial Aid Office of your institution. Complete both forms. The Teachers Loan Supplemental Form must be certified by the institution's Department of Education; then both forms must be submitted to the Financial Aid Office. The Financial Aid Office will complete their section of both forms and forward them to our office for processing.

Form #8500, rev. 5/87

> *". . . I teach because I want to be a part of students' learning. Every time I see a special light flick on in a student's mind, I know that my long-ago decision was the right one for me . . ."*
>
> Beverly Varnado
> 1987 South Carolina
> Teacher of the Year

S.C. Teachers Loan

South Carolina

STUDENT LOAN CORPORATION

P.O. Box 21487•COLUMBIA, S.C. 29221
Telephone: (803) 798-0916

To entice talented and qualified students into the teaching profession, the State of South Carolina has made available a loan to assist with college expenses which can be cancelled by teaching in South Carolina public schools in an area of critical need. This is not a financial need based loan program.

WHO IS ELIGIBLE?

To be eligible to borrow through the Teachers Loan Program you must:

- Be a South Carolina resident, *and*
- Be enrolled in or accepted into an institution which offers an approved teacher education program, *and*
- If you are an undergraduate attending a South Carolina college and have completed one or more years of collegiate work, you must have taken and passed the Education Entrance Exam (EEE); or if attending an institution outside the state, you must have completed the necessary prerequisites required at that institution, *and*
- As an enrolled undergraduate or entering graduate student, have a cumulative grade point average of at least 2.75, or as a graduate student who has completed at least one term, have a grade point average of 3.5 or better, *or*
- If you are an entering freshman, have been ranked in the top 40% of your class and have a SAT or ACT score equal to or greater than the S.C. average for the year of graduation from high school or the most recent year for which such figures are available (currently these scores are: SAT - 826, ACT - 16.5), *and*
- Be officially accepted into or enrolled in an approved teacher education program at such time as required by the institution, *and*
- Be seeking initial certification in a critical subject area if you already hold a teaching certificate, *and*
- With the exception of demonstrating financial need, meet the eligibility criteria necessary to receive a S.C. Guaranteed Student Loan.

HOW MUCH CAN I BORROW?

You may borrow up to $2625 per academic year if you are in the first or second year of a program of undergraduate education or up to $4000 per academic year for the remainder of your undergraduate study, not to exceed a total of $17,250 as an undergraduate student. Graduate students may borrow up to $7500 per academic year not to exceed a total of $54,750 including undergraduate loans. These amounts include loans received through the Guaranteed Student Loan program. At no time may the loan exceed the Cost of Education less any other aid which you may receive.

WHAT ARE THE CRITICAL AREAS OF NEED?

Areas of critical need, both subject and geographic, are defined annually by the State Board of Education and currently are as follows:

Critical Subject Areas

(*Secondary Education Only)

Math*
Science*
Media Specialist/Library Science
Special Education
Foreign Language*

Critical Geographic Areas

(currently about 70% of S.C. School Districts)

Abbeville
Allendale
Anderson 1, 3, 4
Bamberg 1, 2
Barnwell 19
Calhoun
Cherokee
Chester
Chesterfield
Clarendon 1, 2, 3
Colleton
Darlington
Dillon 1, 2, 3
Dorchester 1, 3
Edgefield
Fairfield
Florence 2, 3, 4, 5
Georgetown
Greenwood 51, 52
Hampton 1, 2
Horry
Jasper
Kershaw
Lancaster
Laurens 55, 66
Lee
Lexington 1, 3, 4
McCormick
Marion 2, 3, 4
Marlboro
Newberry
Oconee
Orangeburg 1, 2, 3, 4
Orangeburg 6, 7, 8
Pickens
Saluda
Spartanburg 1, 2, 3
Spartanburg 4, 5
Sumter 2
Union
Williamsburg
York 1, 2

WHAT IS LOAN "CANCELLATION"?

For loan recipients who become certified and teach in an area of critical need, the loan shall be cancelled at the rate of 20% for each full year of teaching up to 100%. If you do not become certified and/or do not teach in an area of critical need, you will be responsible for repaying the entire amount of the loan plus interest, or any amounts not already cancelled.

WHO DETERMINES WHETHER MY LOAN WILL BE CANCELLED?

Eligibility for loan cancellation will be determined by the S.C. Student Loan Corporation upon the receipt of a properly certified Teacher Cancellation Form. If you do not qualify for cancellation, you must repay the loan in accordance with the terms of the Guaranteed Student Loan Promissory Note.

WHAT IF THE CRITICAL AREAS CHANGE BEFORE I BEGIN TEACHING?

The subject areas deemed critical at the time you apply will be honored for cancellation when you begin teaching. Critical geographic areas must be deemed critical at the time of your employment. The list of geographic areas which are currently deemed critical is only provided in this brochure for your information. We suggest you contact our office for an updated list of geographic areas prior to signing an employment contract.

WHAT IF I AM NOT ELIGIBLE AND I STILL NEED ASSISTANCE TO HELP PAY MY COLLEGE COSTS?

At the time you fill out the Teachers Loan Supplemental Form, you may request consideration for Guaranteed Student Loan Program funds in the event you do not qualify for a S.C. Teachers Loan.

The Education Improvement Act of 1984 authorized the S.C. Student Loan Corporation to administer the S.C. Teachers Loan Program.

The South Carolina Student Loan Corporation is a private, non-profit organization which administers the Guaranteed Student Loan, PLUS, and S.C. Teachers Loan Programs. The Corporation serves as the statewide lender for these programs.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Florida State Dept. of Education

MAILING ADDRESS:
Office of Teacher Recruitment and Retention
Knott Bldg.
Tallahassee, Florida 32301

TELEPHONE: (904) 483-6503

KEY CONTACT PERSON: Sherry Thomas /C.C. Corbitt

ROLE/TITLE: Coordinator /Minority recruiter

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: C.C. Corbitt (100%)

PROGRAM DESCRIPTION: Several projects are underway for recruitment and retention of teachers. Recruitment efforts include: (1) FEA - Future Educators of America - efforts to rejuvenate the Chapters has been quite successful. Currently the state has 425 active FEA Chapters. Florida has its first statewide conference planned this year - 3 days and 2 nights. This is the second year of structured efforts to increase support of FEA's. A computer networking system is scheduled to be in place before July. Many sponsors are paid - (Dade County pays sponsors as much as sponsors for Honor Society.)

PROPOSED TO BE PRESENTED IN LEGISLATURE THIS YEAR. (April, 1988)

(2) TEACHER MENTOR PROGRAM - targeted for junior high school students; the proposal requests that 5 teachers be granted sabatical leave for one year for the purpose of recruiting junior high school students with some interest in education and/or who are identified as excellent candidates by teachers. The mentor would develop and implement activities, workshops, etc., to nuture the

(OVER)

academic, personal, and social development of the students and prepare them to be equipped to successfully complete a high school college preparation program and hopefully a teacher preparation program.

(3) MINORITY RECRUITER - hired to develop and coordinate and implement strategies with the State Board of Education and various colleges and universities to increase minority representation in the teaching force.

(4) CHAPPIE JAMES SCHOLARSHIP (Retired Black General) - up to $4000 per year for most promising senior in education. One scholarship per high school is available. Minorities are encouraged to apply, but the scholarship is not limited to minorities. The format requires that the student teach in Florida for a time period equal to the duration of the loan in order for the loan to be totally forgiven. Criteria stipulate that the student be in the top 25% of class and be recommended by teachers. A proposal to increase the number of scholarships to 2 per school with 1 being earmarked specifically for minorities is being considered.

NUMBER CURRENTLY INVOLVED: N/A

WHO (RACES/GROUPS) ARE THEY: Blacks/Hispanics

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS:

SOURCE(S) OF FUNDING: State

PROGRAM COSTS: Difficult to pinpoint specific items. If we are interested in a particular program we could possibly obtain more information.

ADDITIONAL COMMENTS:

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Auburn University

MAILING ADDRESS:

TELEPHONE: (205) 826-4000

KEY CONTACT PERSON: Dolores Pitts

ROLE/TITLE: Student Affairs Specialist

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: Big Brother - Big Sister Program - a retention program.

Contact students in junior and senior high school. Determine student interest - Contact students in summer prior to college entrance, then match college freshman to a volunteer in college as big brother or big sister. Big brother and sister must maintain 2.0 grade point average. Second phase of program involves a mentor program which matches any new student (black) with a faculty (volunteer). Responsibilities seem to be common to most mentor programs.

NUMBER CURRENTLY INVOLVED: 700 students (black?)

WHO (RACES/GROUPS) ARE THEY: Under represented population

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: New program.

SOURCE(S) OF FUNDING:

PROGRAM COSTS:

ADDITIONAL COMMENTS: Sending information not familiar with some details.

F038/D12

More information to come!

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: INROADS

MAILING ADDRESS:
P.O. Box 3111
Nashville, TN 37219

TELEPHONE: (615) 255-7397

KEY CONTACT PERSON: Mercedes Lytle

ROLE/TITLE: Regional Director

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: 100%

PROGRAM DESCRIPTION: The goals of this agency are to develop and place talented minority youth in business and industry and prepare them for corporate and community leadership.

The agency and students are supported by area corporations. Program emphasis is on students for business and engineering.

Program is multi-faceted (see attachments).

NUMBER CURRENTLY INVOLVED: 130 College Interns, 72 Pre-College students.

WHO (RACES/GROUPS) ARE THEY: Primarily black students in Tennessee (Nashville area).

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: 80% annual retention rate

70% of graduates employed by INROADS sponsors

102 alumni.

SOURCE(S) OF FUNDING: Corporate Sponsors (see attachments).

PROGRAM COSTS: $2500 per intern annually plus intern summer salaries.

ADDITIONAL COMMENTS: INROADS is willing to share information and provide assistance from their experience. Mercedes Lytle should be asked to explain the program to the State Task Force and TACTE institutions.

Career Development in Business and Technology for Talented Minorities

INROADS

INROADS/Nashville, Inc. Box 3111 Nashville, Tennessee 37219 (615) 255-7397 255-7340

FACT SHEET

MISSION: INROADS was founded in 1970 to develop and place talented minority youth in business and industry and prepare them for corporate and community leadership. INROADS/Nashville is one of 29 affiliate cities across the country. Students interested in careers in business and engineering are given opportunities to increase their knowledge while corporations are given the opportunity to develop future employees.

METHODS: INROADS identifies, trains, and develops talented minority youth (Blacks, Hispanics and Native Americans). The process involves recruitment, summer internships, year-round counseling, and training workshops.

The Pre-College Component provides career exploration and academic enrichment for high school juniors. Upon graduation from high school, these students compete for career-related internships with participating corporations.

CURRENT NASHVILLE FIGURES:

80% annual retention rate
70% of graduates are employed by INROADS sponsors
130 College Interns
72 Pre-College Students
102 Alumni

FINANCIAL SUPPORT: Sponsors support the college and pre-college components by providing a sponsorship fee to defray costs incurred in screening, training and counseling.

AREA CORPORATE SPONSORS:

BOARD OF DIRECTORS

Advisory Board:

- **Dennis C. Bottorff,** *Chairman - CEO, Commerce Union Corporation*
- **Harry Browning,** *President, The Tennessean*
- **Richard Cardin,** *Managing Partner, Arthur Andersen & Co.*
- **Fred Frick,** *Managing Partner, Price Waterhouse*
- **Desmond Hudson,** *President, Northern Telecom Inc.*
- **E. Bronson Ingram,** *President, Ingram Industries*
- **Charles Kane,** *Chairman, Third National Corp.*
- **Kenneth L. Roberts,** *Chairman & CEO, First American Corp.*
- **Marvin Runyon,** *President and CEO, Nissan Motor Manuf. Corporation*
- **Carroll Shanks,** *Chairman & CEO, American General Life & Accident*
- **William Wire,** *President & CEO, Genesco, Inc.*

Policy Board:

- **William Bailey,** *Senior Sales Representative, Metropolitan Life Insurance*
- **Thomas Bain,** *President, Tom Bain Personnel*
- **William Blaufuss,** *Managing Partner, Peat Marwick Main & Co.*
- **Robert Dietrich,** *Manager, Training & Development, The Kroger Company*
- **John Hardcastle,** *Vice Chairman of the Board, Dominion Bank*
- **Mimi Johnson,** *INROADS Intern, Hospital Corporation of America*
- **Richard Klasen,** *Plant Manager, Nashville Glass Plant*
- **Robert Ray,** *INROADS Alumnus, Third National Bank*
- **Billye Sanders,** *Assistant General Counsel, Tennessee Public Service Commission*
- **Deborah Scott-Ensley,** *Vice President/Cashier, Citizens Savings Bank*
- **Christopher Taylor,** *INROADS Intern, First American National Bank*

American Airlines
American General Life and Accident
Arthur Andersen & Company
Baptist Sunday School Board
Barge, Waggoner, Sumner & Cannon
Bridgestone Tire Manufacturing (U.S.A.), Inc.
CNA Insurance Companies
Commerce Union Bank
Corroon & Black Benefits, Inc.
Equicor
Federal Reserve Bank - Nashville Branch
Financial Institution Services, Inc. (FISI)
First American National Bank
Genesco, Inc.
Hospital Corporation of America
Ingram Industries
International Business Machines
International Clinical Laboratories
J.C. Bradford & Company
Jacques-Miller
Kraft Bros., Esstman, Patton & Harrell
The Kroger Company
MCI Consulting Engineers, Inc.
Mid-South Bank & Trust
Murray Ohio Manufacturing Company
Nashville Glass Plant - Ford Motor Company
The Nashville Network
Nissan Motor Manufacturing Corporation U.S.A.
Nixon Detroit Diesel
Northern Telecom Inc.
Peat, Marwick, Main & Co.
Po Folks, Inc.
Price Waterhouse
Red Kap Industries
Rodgers Construction, Inc.
Rogers Group
Ryder Temperature Controlled Carriage, Inc.
St. Thomas Hospital
Samsonite Furniture Company
South Central Bell
The Tennessean
Third National Bank
Touche Ross & Company
TRW
United Cities Gas Company
United Methodist Publishing House

INROADS is a non-profit, tax exempt (501C3), public support (509al), organization

Background

INROADS, INC.

INROADS develops and places talented minority youth in business and industry and prepares them for corporate and community leadership.

Blacks, Hispanics and Native Americans are eligible. Preference goes to high school and college students with 3.0 or better grade averages.

Since INROADS started in Chicago in 1970 with 25 college student interns and 17 sponsoring corporations, the organization has grown to 29 affiliates, some 3,000 high school and college students, and more than 800 sponsoring corporations. Over 1,000 graduates are pursuing professional and managerial careers nationwide.

For college students, INROADS four-year internships combine summer work experience at a local sponsoring corporation with year-round academic instruction, training, and guidance from INROADS counselors. For high school students, it combines intensive instruction in basic academic skills (math, science, English) with career counseling. The Pre-College Component works with 22 host universities.

INROADS is tough, requiring a long-term commitment from both interns and sponsoring corporations. College interns must complete their job assignments to the sponsors' satisfaction; they must remain in good academic standing, participate in INROADS training and counseling, and set goals for their career, education, social development, and community service. Unsatisfactory performance in any area leads to dismissal.

Sponsoring corporations pledge to develop a career opportunity for each intern, provide two performance evaluations each summer, and designate a coordinator/liaison to INROADS, as well as an advisor or mentor for each student sponsored. The company pays an annual sponsorship fee to INROADS and the intern's summer salary.

On average, two-thirds of each year's graduates are offered and accept full-time positions with INROADS sponsors. More than 9 in 10 sponsors recommend participation to other companies, and alumni unanimously recommend INROADS to minority youth. Both alumni and parents have organized nationally to support the organization and students.

INROADS is privately funded through corporate sponsorship fees, foundation grants, and contributions; no government funds are involved. INROADS has 29 affiliates from coast to coast:

Atlanta
Baltimore
Boston
Charlotte, North Carolina
Chicago
Cincinnati
Columbus, Ohio
Dallas-Ft. Worth
Denver *(includes Colorado Springs)*
Fairfield-Westchester Counties *(Connecticut, New York)*
Houston
Indianapolis
Jacksonville, Florida
Kansas City, Missouri *(includes Kansas City and Topeka, Kansas)*
Los Angeles
Memphis
Milwaukee *(includes Madison)*
Minneapolis-St. Paul
Nashville
New Jersey *(Newark)*
New York City
North Carolina Triangle *(Raleigh, Durham, Chapel Hill)*
Northeast Ohio *(Canton, Cleveland, Akron, Warren, Youngstown)*
Philadelphia
Pittsburgh
San Francisco Bay *(includes Oakland, San Jose, Santa Clara and Santa Rosa)*
St. Louis
Upstate New York *(Syracuse)*
West Virginia *(Charleston)*

National Headquarters:

INROADS, Inc.
1221 Locust, Suite 410
St. Louis, MO 63103
314-241-7330

President and CEO: Reginald D. Dickson

For more information, contact:

Danielson Associates/Public Relations
727 South Dearborn, Suite 1010
Chicago, IL 60605
312-922-6677 H: 312-960-0098

INROADS

INROADS Questions & Answers

What is INROADS?

INROADS prepares minority youth for professional careers in business and industry.

How does INROADS work?

INROADS recruits talented Black, Hispanic, and Native American students. Its Pre-College Component prepared high school students for college. INROADS places college students in four-year internships with sponsoring companies and trains them for corporate and community leadership.

What is the INROADS goal?

The INROADS goal is achieved when a sponsoring company hires the INROADS alumnus--immediately upon graduation from college--who interned at that company. Of the 1,000 alumni, about two-thirds joined an INROADS sponsor upon graduation.

What is an INROADS internship?

An INROADS internship is a year-round experience involving commitment to certain standards and participation in specific activities, including summer employment at a sponsoring company, training workshops, and community service.

Who is an INROADS intern?

An INROADS intern is a college minority student in a degree major that will lead to a professional corporate career in business, computer science, or engineering and who is committed to the INROADS mission and goal.

How many students are enrolled in INROADS?

INROADS currently has 2,350 college interns and 600 high school students in 29 affiliates across the country, from New York to Los Angeles, from Minneapolis-St. Paul to Houston.

How do students apply to INROADS?

First, students must meet INROADS' criteria, which are high. Second, they must want to pursue a college degree in a business or technical discipline. The best way for students to apply is to talk with their counselor or call the local INROADS office.

How many companies participate as INROADS sponsors?

About 1,000 companies participate nationwide. More than half of the firms sponsor more than one intern, and many participate in more than one location. AT&T has111 interns in 19 cities, for example, and Arthur Andersen & Co. has 53 interns in 26.

What services does INROADS render?

1) Talent identification and preparation for sponsoring companies and academia. 2) A professional development program in business and engineering for minority youth involving year-round recruitment, counseling, tutoring, training, and academic instruction. 3) Early company exposure to talented minority youth. 4) Early intern exposure to sponsoring companies and the corporate environment.

What do sponsor companies have to do?

Accepting an INROADS intern is a four-year commitment of time and effort with two out-of-pocket expenses. One is an annual fee per intern (average cost is $2,500), and the other is each intern's summer salary. Interested companies should also contact their local affiliate.

For more information, contact the Managing Director of the nearest affiliate.

INROADS

AN OVERVIEW

WHAT SERVICES DOES INROADS PROVIDE?

- **Pre-Screening** - We identify the top 10-15% of high school graduating seniors who have expressed an interest in pursuing business or engineering careers. For each internship position sponsored, 2-5 students will be referred.

- **Training** - INROADS offers a four-year curriculum covering topics such as: time management, personal budgeting, dressing for success, communication skills, assertiveness, leadership skills, etc. These sessions are held on Saturdays and are usually facilitated by corporate personnel.

- **Counseling** - Our counseling component includes academic, career, and personal development. Also, tutoring services are provided for those having difficulty with college courses.

WHAT DO WE REQUIRE OF INTERNS?

- **Academic Performance** - Students must earn at least a 2.5 grade point average on a 4.0 scale to remain in INROADS. They are placed on probation for no more than two semesters if they fall below the standard. If, after the probationary period, students do not meet the standards, they are released and replaced.

- **Internship Performance** - Goals and objectives are established at the beginning of each summer internship. Students are evaluated twice, mid-summer and at summer's end; if they have not achieved their goals, they are released and replaced.

- **Training and Counseling** - Students are required to participate in training and counseling sessions. On average, all INROADS affiliates must maintain an attendance of no less than 80%. Just like the above-mentioned accountability areas, if students do not meet standards, they are released and replaced.

WHAT IS ASKED OF INROADS SPONSORS?

- **Sponsorship Fee/Contribution** - We ask corporate sponsors to contribute a sponsorship fee to defray the costs incurred in pre-screening, training and counseling. This fee is exclusive of compensation for work performed by the student.

- **Career Development Plan** - This is a four-summer outline of what the student is expected to accomplish. It can be modified if company or student needs dictate.

- **Business Coordinator and Advisor** - The business coordinator is the liaison between the company and INROADS. She/He coordinates the development and monitoring of career development plans and evaluates the services provided by INROADS. The advisor is an experienced person in the company who commits to the personal and professional development of the student. He or she serves as a big brother or sister to the INROADS student and contributes to the student's understanding of corporate America in general and his/her sponsoring company in particular.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of South Florida

MAILING ADDRESS:
Ms. Sharman McRae
University of South Florida
College of Education - Student Personal

TELEPHONE: (302) 974-3390

KEY CONTACT PERSON: Sharman McRae

ROLE/TITLE: Counselor advisor

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: Project Thrust/Junior Mentor Program. A recruitment program for high school and junior high students.

Minority recruiter program deals mostly with black high school junior and senior students. Contact students learn interest, help with monies, tutorial assistance, and help in Close Contact with students. When enrolled in college, keep in constant contact with student to be sure student feels good about school and receives help when needed. Students receive newsletters from counselor about things going on in school. Maintain close advisement and students belong to a minority organization.

NUMBER CURRENTLY INVOLVED: 50 in College of Education

WHO (RACES/GROUPS) ARE THEY: Mainly black students

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS:

SOURCE(S) OF FUNDING: Federal and state funding

PROGRAM COSTS:

ADDITIONAL COMMENTS:

F038/D12

More information to come!

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Adopt a Classroom Project

MAILING ADDRESS:
College of Education
Texas Tech University, Box 4560
Lubbock, TX 79409-1071

TELEPHONE: (806) 742-2390 or Direct # for Dean Ishler 742-2377

KEY CONTACT PERSON: Dr. R. E. Ishler

ROLE/TITLE: Coordinator

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: __________

PROGRAM DESCRIPTION: Texas Tech University faculty from various departments have made themselves available to individual teachers and classrooms in the Lubbock Independent School District (LISD). The faculty fulfill a variety of roles such as: serving as a classroom teacher in a teacher-professor exchange program; providing technical assistance and resources as requested by the classroom teacher; mentoring and recruiting students to the university. One of the primary objectives of the faculty is to recruit minority students to the university.

Faculty members, who assist at the schools on a weekly basis, are recognized for their efforts by the university for the purposes of promotion and tenure. Participating teachers are awarded credit for advanced academic training by their districts. The TTV/LISD partnership also awards certificates to all program participants.

NUMBER CURRENTLY INVOLVED: ______

WHO (RACES/GROUPS) ARE THEY: ______

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Evaluation data are not yet available.

SOURCE(S) OF FUNDING: ______

PROGRAM COSTS: ______

ADDITIONAL COMMENTS: ______

F038/D12

More information to come!

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Crenshaw Teacher Training Academy

MAILING ADDRESS: Crenshaw Magnet Room 219
5010 11th Ave.
Los Angeles, CA 90043

TELEPHONE: (213) 296-5370

KEY CONTACT PERSON: Ms. Marcella H. Saunders

ROLE/TITLE: Coordinator

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: 100% devoted to task

PROGRAM DESCRIPTION: In an effort to meet the district's teacher shortage, the Crenshaw Teacher Academy (magnet school) provides high school students a three year academic curriculum emphasizing pedagogy, teaching methodology and practice.

All courses throughout the curriculum include a component on the pedagogy and teaching methodology for the subject. Students are also provided with practical teaching experiences in a multicultural setting. Enrichment activities include trips to universities, conferences, and a future teachers' club.

NUMBER CURRENTLY INVOLVED: 1500 students in high school/140 students in magnet school

WHO (RACES/GROUPS) ARE THEY: 98% of the total student body is black. 100% of the students in the magnet school are black. The Hispanic population is growing

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: Crenshaw High is in its 20th year. The magnet school program is in it's 3rd year. 54 students are in the senior class. More than ½ indicate that they want to pursue teaching as a career. There is an equal number of men and women. Most students can be admitted to all California State colleges and universities.

SOURCE(S) OF FUNDING: Supported by District and Federal Governments in compliance with desegragation requirements. Received full funding as a magnate school this year.

PROGRAM COSTS: Books, supplies, etc. = 10,000 - Does not include salaries, facilities, etc.

ADDITIONAL COMMENTS: California State Univ. at Los Angeles works in partnership with the program by providing 4 professors to teach courses, lecture on specific topics and serve as consultants as necessary. (Dr. Maxie is contact person)

F038/D12

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Recruiting Young Teachers

MAILING ADDRESS: 20 Nassau St. Room 242
Princeton, NJ 089542

TELEPHONE: (609) 683-4575

KEY CONTACT PERSON: A. Richard Belding

ROLE/TITLE: Executive Director

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: Recruiting Young Teachers (RYT) was formed in 1986 to promote a national public service advertising campaign for the recruitment of teachers (run by the Add Council).

In addition to its advertising campaign, the RYT will respond to inquiries about the teaching profession such as programs which are available in the caller's area.

The TV commercial depicts a young person teaching students and enjoying the experience. At the end of the commercial a toll free number (800-45-TEACH) to call is provided for persons interested in obtaining more information about teaching. The number is forwarded to a computer based in Chicago and the caller gives his/her name and address. Generic information regarding teaching as a career is forwarded along with an information card. The receipient is requested to complete and return the card which asks for:

(OVER)

name, address, age, race, subject(s) interested in teaching and geographic preference. This information will be compiled and sent to Universities , and/or designated State officials for further dissemination and follow-up. The overall goal is to provide colleges and state officials with a "pool" of persons interested in teaching in their area.

NUMBER CURRENTLY INVOLVED: Nationwide effort. Numbers of respondents depends on the willingness of individual TV stations to run the commercial.

WHO (RACES/GROUPS) ARE THEY: All, but focus emphasizes minorities.

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: The commercial has been distributed to approximately 1400 TV stations nationwide and should be implemented within the next two weeks.

SOURCE(S) OF FUNDING: List of donars is being forwarded

PROGRAM COSTS: 490,000 dollars was awarded. Most has been exhausted and it is estimated that an additional 150,000 will be (OVER)

ADDITIONAL COMMENTS: The Director urged all significant parties to use his/her "clout" to ensure that local TV stations "run" the commercial during prime time.

This program should be studied by the Task Force and used in Tennessee.

F038/D12

*See attachments for more detailed information needed to complete the project.

The 490,000 was budgeted as follows:

150,000	Commercial production costs
150,000	Duplication of and dissemination to approx. 1400 TV stations
100,000	(50,000) Calls on toll-free number
90,000	?, Mailing
490,000	

Ad Council

The Advertising Council inc
825 Third Avenue
New York, N.Y. 10022
212-758-0400
New York/Washington/Los Angeles

Guide & Fact Sheet

Campaign Copy

RECRUITING YOUNG TEACHERS

"Reach for the Power — Teach"

This Ad Council campaign is conducted on behalf of:
Recruiting Young Teachers, Inc.
The volunteer coordinator is:
Bruce S. Mowery
Apple Computer, Inc.
The volunteer advertising agency is:
Avrett, Free & Ginsberg, Inc.

I. WHAT IS RECRUITING YOUNG TEACHERS, INC.?

Recruiting Young Teachers, Inc. (RYT) is a non-profit, tax-exempt organization that was formed in 1986. Its purpose: to persuade young people that teaching is a vital and necessary profession, and one they should consider entering. RYT is governed by an independent board of directors and is financed by donations from foundations, corporations and individuals.

In the next eight years, over 1.5 million new teachers will be needed in the United States. Many of these teachers must come from the ranks of students now in high schools and colleges throughout our country. The nation's future depends greatly on its ability to educate our young people — a process that demands high quality teachers.

RYT believes there is much that is appealing about a teaching career, and that many young people will consider such a career if they fully understand the need for teachers, the power and influence good teachers can exert, and the rewards inherent in a teaching career.

II. THE QUESTION OF TEACHER SUPPLY AND DEMAND

Powerful forces in the 1980s and 1990s are affecting the teaching profession. They include:

- The demographics of the American people.
- The re-emergence of education as a top priority in this country.
- The growth of opportunity for women and minority-group members resulting from changing values and nearly unprecedented economic expansion.

Because of the "baby-boom echo" of the early 1980s, school populations began to increase last year for the first time in a decade. Also — because of declining birth rates in the 1960s and early 1970s -- our civilian workforce in the 16-24 age group will decline by over 1.5 million people by 1995.

The combined effect of these two demographic trends is that more teachers will be needed at the same time that the population base for all new young professionals is declining. Teaching as a profession, therefore, will be competing with other professions -- the law, medicine, accounting, etc. -- for an increasing number of recruits from a decreasing pool of talent.

Women and minority-group members today also have opportunities that were denied them not too long ago. Again, teaching must now compete with other professions for talented women who years ago would have become teachers because of the lack of opportunity elsewhere.

III. A CURRENT TEACHER PROFILE

There are approximately 2.55 million elementary and secondary school teachers employed in the United States. 86% are employed in public institutions, with the balance working for a wide variety of private schools.

Some 1,250 colleges and universities currently prepare teachers. The American Association of Colleges for Teacher Education surveyed a representative sample of these institutions and found the following regarding students enrolled in teacher-training programs:

- 62% are female, 38% are male.
- 90% are white, 4.6% black, 2.8% Hispanic, 1.4% Asian or Pacific Islander.
- 54% plan to teach in suburban schools, 17% in rural areas, and 15% in urban regions.

In 1970, 12% of all teachers were black. In 1986, only slightly more than 8% were, and projections by the Carnegie Forum suggest that by 1990 only 5% of teachers will be black. This contrasts with a public school system which is today 25% non-white. Minority students comprise more than half of California's elementary school population, and 23 of the nation's 25 largest school systems are "majority minority" systems.

Projected Supply of New Teacher Graduates Compared to
Projected Demand for Additional Teachers,
United States, 1986-92

Fall of Year	Projected Supply of New Teacher Graduates	Projected Demand for Additional Teachers	Supply as Percent of Demand
1986	144,000	165,000	87.3
1987	142,000	171,000	83.0
1988	139,000	162,000	85.8
1989	139,000	177,000	78.5
1990	139,000	188,000	73.9
1991	138,000	204,000	67.6
1992	137,000	215,000	63.7

Source: Valena White Plisko and Joyce D. Stern (National Center for Education Statistics). *The Condition of Education*, 1985 Edition.

IV. THE CAMPAIGN TO REACH YOUNG TEACHING PROSPECTS: "REACH FOR THE POWER — TEACH"

Multimedia advertising for this campaign effort (validated by research with high school students) is based on the concept that young people perceive teaching as an influential and powerful job. Public service messages ask that young people call a toll-free number — 1-800-45 -TEACH -- to receive information about teaching as a career. Those who call will receive information about teaching. Their names will be included in RYT's data base which will be shared by RYT with other interested educational agencies responsible for training and recruiting young teachers. The goal is to enable the profession of teaching to "compete" in the minds of bright, able young people with other professions at a time when initial career considerations are being made.

You can help us find new qualified teachers. We ask that you:

- Feature these PSAs as often as possible. And please try to position them so they will reach those young people age 16 to 22 who are most likely to respond.
- Explore your area's -- and the nation's -- stake in education with talk shows and public affairs features. And contact Recruiting Young Teachers, Inc. for story ideas, statistics for your area and other information.

V. FOR REPLACEMENTS OR ADDITIONAL COPIES OF PSAs, PLEASE CONTACT:

Joan Bober (print) or Suzanne Holeton (broadcast), Ad Council, 825 Third Avenue, New York, N.Y. 10022 (212) 758-0400.

Richard P. Dwan, Ad Council, 1717 Highland Avenue, Los Angeles, Ca. 90028 (213) 462-0988.

VI. FOR FURTHER INFORMATION CONCERNING THIS CAMPAIGN, PLEASE CONTACT:

Rick Belding, Executive Director, Recruiting Young Teachers, Inc., 20 Nassau St., Room 242, Princeton, N.J. 08542 (609) 683-4575.

Donors *as of 1/88*

- American Association of School Administrators
- Association of School Business Officers
- Association for Supervision and Curriculum Development
- The Mary Reynolds Babcock Foundation
- The Beneficial Foundation
- The O. W. Caspersen Foundation
- The Geraldine R. Dodge Foundation
- The Hearst Foundations
- JDR 3rd Fund
- The Joyce Foundation
- National Association of Elementary School Principals
- National Association of Independent Schools
- National Association of Pupil Personnel Administrators
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National Community Education Association
- National School Public Relations Association
- Primerica Foundation
- Time Incorporated Foundation, Inc.

Recruiting Young Teachers, Inc., a non-profit, tax exempt (501(c)(3)) corporation was formed in 1986. RYT is governed by an independent Board of Directors and has been funded by contributions from foundations, individuals, members of the Educational Leaders Consortium, the National Association of Independent Schools and member schools.

Recruiting Young Teachers, Inc.
20 Nassau Street, Princeton, NJ 08542
Telephone: 609-683-4575

Reach for the Power
TEACH

Recruiting Young Teachers, Inc.

A National Public Service Ad Campaign

Recruiting Young Teachers, Inc.

Board of Directors

David Rockefeller, Jr., *Chairman*
Vice Chairman, Rockefeller Family
and Associates

J. Richard Munro, *Vice Chairman*
Chairman and Chief Executive Officer
Time Inc.

Dr. Gwendolyn C. Baker
National Executive Director
YWCA of the U.S.A.

John C. Esty, Jr.
President, National Association
of Independent Schools

Therese K. Dozier
1985 Teacher of The Year

Louis Harris
Chairman and Chief Executive Officer
Louis Harris and Associates, Inc.

John H. Wherry
Executive Director
National School Public Relations Association

William Woodside
Chairman, Executive Committee
Primerica Corporation

Rick Belding, *Executive Director*

Campaign Task Force

Norma Kramer, *Campaign Manager*
The Advertising Council, Inc.

Bruce Mowery, *Volunteer Coordinator*
Apple Computer, Inc.

Frank Ginsberg
Stuart Cowan
Avrett, Free & Ginsberg

David Rockefeller, Jr.
Rick Belding
Recruiting Young Teachers, Inc.

The Issue

By 1993, over 1.3 million new teachers will be needed in the United States, and many of these must come from the ranks of students presently in high school and college. The nation's future depends on its ability to educate young people, and educational delivery requires good teachers. There is much that is appealing about teaching as a career in the latter part of the 20th century, and many young people will consider preparing to teach if they understand the need for good teachers, the power and influence of good teachers, and the rewards of being a professional teacher.

The Campaign

Recruiting Young Teachers' (RYT) primary purpose is to manage a major, national public service advertising campaign, in conjunction with the Advertising Council, Inc., directed at young people ages 16-22. The message to these young people is that teaching is a vital and necessary profession.

The campaign consists of TV, radio, and print ads designed to appeal to young people to encourage their seeking more information about a career in teaching. The campaign strategy, developed by the volunteer agency, Avrett, Free & Ginsberg, is based on the concept that young people perceive teaching as a powerful and influential job. The advertisements ask that young people call an 800-number. Those that call will receive basic information about teaching, and their names will be included in RYT's data base, which RYT will share with other agencies responsible for training and recruiting new teachers.

Reach for the Power

TEACH

Recruiting Young Teachers, Inc.
20 Nassau Street
Princeton, New Jersey 08542
609/683-4575

Board of Directors

David Rockefeller, Jr., *Chairman*
Vice Chairman, Rockefeller Family and Associates

J. Richard Munro, *Vice Chairman*
Chairman and Chief Executive Officer
Time, Inc.

John C. Esty, Jr.
President
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Chairman and
Chief Executive Officer
Louis Harris & Associates, Inc

John H. Wherry
Executive Director
National School Public Relations Association

William Woodside
Chairman, Executive Committee
Primerica Corporation

Rick Belding, *Executive Director*

A PUBLIC SERVICE ADVERTISING CAMPAIGN

In the next eight years, over one and one-half-million new teachers will be needed in the United States. The U.S. Department of Education's Center for Statistics has estimated that by 1993 only 62 percent of the nation's elementary and secondary classrooms will be staffed by a qualified teacher. The State of California's most conservative estimate projects a need for 80,000 additional teachers in the next five years. For twenty years the number of college students preparing to teach has declined. Minority-group members and women, historically groups which supplied large numbers of teachers, today enter teaching in greatly reduced numbers (in 1985 only 3 percent of blacks entering college expressed an interest in teaching, down from 23 percent in 1966). Ironically, the latest reform movement in public education, begun four years ago by concentrating on standards and structure, has recently recognized that the most critical element in reform and meaningful improvement is teaching and teachers, yet no national organization has addressed ways to alleviate the impending shortage of quality teachers.

Recruiting Young Teachers, Inc.(RYT), a non-profit, tax exempt (501(c)(3)) corporation, was formed in 1986. RYT is governed by an independent board of directors and is financed by donations from foundations, corporations, and individuals. Its purpose is limited to the sponsoring, administering, and guiding of a public service advertising campaign, and the dissemination of information about the teaching profession to young people. In the last few years there have been many efforts to attract more teachers in many parts of the country, but no group has sought to take action at the national level to reach young people and to tell them about the importance of considering a career in education. To do this, the Advertising Council has agreed to conduct, on behalf of RYT, a major campaign for just this purpose.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of Cincinnati

MAILING ADDRESS:
College of Education
Mail location 002
Cincinnati, Ohio

TELEPHONE: (513) 475-2335

KEY CONTACT PERSON: Judith James

ROLE/TITLE: Assistant to the Dean

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: 60% recruitment, 40% retention

PROGRAM DESCRIPTION: The position was created for the purpose of developing and implementing a comprehensive program using various strategies to recruit and retain minorities in the teacher preparation program at the University of Cincinnati.

Major features include:

- Revitalization of FEA Chapters in Cincinnati
- Mass mailings (using post cards) to minorities
- Statewide (labels of minorities available at State Dept.)
- Coordination with ministeral alliance
- Advertisement on Black radio stations
- Control of 25,000 Scholarship budget

$1,000 scholarship to each high school (N=9) in Cincinnati.

NUMBER CURRENTLY INVOLVED: FEA - 9 high schools approximately 85-90 sponsors

WHO (RACES/GROUPS) ARE THEY: Minorities - Black

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Incomplete

SOURCE(S) OF FUNDING: University of Cincinnati

PROGRAM COSTS: Salary + $25,000 scholarship budget
$10,000 activities and publication budget for the FEA Chapters and other activities.

ADDITIONAL COMMENTS: Judy basically concentrates on the Cincinnati area. She was not successful in her statewide efforts. Fortunately, the Cincinnati area has a relatively large black population.

F038/D12

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Pennsylvania State Dept. of Education

MAILING ADDRESS:

Harrisburg, PA

TELEPHONE: (717) 787-5820

KEY CONTACT PERSON: Mr. Richardson /Edith Cruze, Director /Social Equity

ROLE/TITLE: Attorney overseeing affirmative action in compliance with the Adams case.

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: TUITION WAIVER PROGRAM - 14 state supported institutions (land grant) in system offer tuition waivers for first time minority students entering their institutions. Up to 1% of the total school population can be eligible for this program. In-state students are preferred; however, exceptions are sometimes allowed. Each institution is responsible for implementation. Basic Criterion is that the student can meet entrance requirements. Renewal is contingent upon being in "good standing" at the institution.

NUMBER CURRENTLY INVOLVED: 14 institutions - largest school has enrollment of approximately 12,000 students.

WHO (RACES/GROUPS) ARE THEY:

Minority not specifically defined but at predominately white institution, blacks are largest minority. At the one predominately black institution, whites are the largest minority.

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Each institution is required to submit an annual report detailing progress toward this goal.

SOURCE(S) OF FUNDING: "Out of hide of each institution" no special funding consideration was implemented due to miscommunication.

PROGRAM COSTS: Net result - 3 million dollar reduction in appropriation. 14% x tuition = approximately 3 million dollars.

ADDITIONAL COMMENTS: See attachments

(Attachment #1)

BOARD OF GOVERNORS SCHOLARSHIP PROGRAM

The Board of Governors hereby authorizes each university president to waive basic fees or tuition for not more than one percent of the university's undergraduate students, as measured by the university's full-time equivalent enrollment (FTE), in accordance with the following procedures:

1. A university's maximum allotment of waivers under this policy will include all students enrolled at any one time but will exclude all students receiving waivers under any other program providing basic fee or tuition waivers.

2. Waivers will be granted to serve the needs and best interests of the university and its undergraduate students and will include, but not be limited to, fulfillment of desegregation plan commitments, minority students, academics, leadership and performing arts. No waivers will be granted for athletics.

3. Waivers will be reviewed and renewed by the president each academic year.

4. Each university president will develop criteria for the award of waivers and will disseminate the procedures within the university community. All PELL, PHEAA and other aid should be exhausted and the difference then waived.

5. Each university president will submit to the Chancellor at the beginning of each semester or session a list of undergraduate students who have been awarded waivers which will include the names, addresses, classifications and majors of the students and the reasons for or categories of waivers.

6. The one percent figure to be used in determining the number of available waivers for any current academic year will be based upon the university's full-time equivalent enrollment for the fall semester of the preceding academic year. Each president will submit the aforementioned full-time equivalent enrollment figure to the Chancellor or his designee as quickly as possible following closure of the fall registration period. No commitments for waivers will be granted untill the enrollment figure has been submitted to the Chancellor.

7. No other fees will be waived under the terms of this policy.

8. This program will be in effect for the 1984-85 and 1985-86 academic years. At the end of this period, a study will be conducted to determine its effectiveness.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Connecticut Department of Higher Educatior/State Board of Education

MAILING ADDRESS: Office of Educational Opportunity
Department of Higher education
61 Woodland Street
Hartford Connecticut 06145

TELEPHONE: (203) 566-4299

KEY CONTACT PERSON: Dr. Donnie Perkins Dr. Carol Roque (State Board)

ROLE/TITLE: Assistant Director, Office of Educational Opportunity

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: The State of Connecticut had developed in 1985 the Minority Advancement Program. It seemed to be especially aimed at Black and Hispanic. It has three components:

Component 1 is designed to prepare high school students for higher education. The Office has identified several professions and vocations which are understaffed by minorities. Teaching is one of these professions. The universities go to the high schools and inform them about things they need to know to succeed in universities. There are incentive grants given to the colleges and universities.

Component 2. Minority Staff Development and Recruitment Program will be enlarged this coming year to include seven private institutions in addition to the public institutions. This effort is to recruit, promote and to provide for professional development for Black and Hispanic

(OVER)

faculty. Incentive grants are awarded to college and universities based on the number of minority faculty they hire and retain.

Component 3. The Connecticut Collegiate Awareness Program is an upward bound type program to prepare a pool of minorities for higher education.

Connecticut has an alternate program for preparation for certification which begins in the summer. This is for all persons but the thinking is that it might especially encourage minorities. There is also a financial aid program for minorities. Basic to the program is a loan program. The State has designated priority districts where the loans will be forgiven faster if graduates are willing to work in these areas. The program seems to be especially aimed at Black and Hispanic persons.

NUMBER CURRENTLY INVOLVED:

WHO (RACES/GROUPS) ARE THEY:

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: The program is rather new so they haven't begun evaluation of the program. However, Dr. Perkins said that they have seen improvement, especially in the minority staff development and recruitment program. One reason for the improvement is that colleges are adhering to the affirmative action statements more closely.

SOURCE(S) OF FUNDING: The State seems to be providing funding for this program.

PROGRAM COSTS: I didn't get this.

ADDITIONAL COMMENTS: Dr. Perkins will send descriptive materials.

F038/D12

MINORITY ADVANCEMENT PLAN
EXECUTIVE SUMMARY

Minority Enrollment Incentive Program

- By June, 1986 all of Connecticut's public institutions of higher education had received a five year approval for minority student access and retention plans submitted to the Department of Higher Education. Plans were reviewed and evaluated by a Peer Review Committee with representation from each of the constituent units in higher education.
- Seven independent institutions indicated a desire to participate in the Minority Enrollment Incentive Program by submitting and having approved by the Peer Review Committee a five-year plan for minority student access and retention.
- The proportion of minority students in the Connecticut college population reached an all-time high in 1986. Minority students accounted for 9.1% of the total enrollment, as compared with 8.1% in 1984.
- Minority headcounts totaled 14,540 in 1986, an increase of 10.8% over 1984. Public institutions enrolled 9,716 or 66.8% of the total.
- Blacks comprised 4.8% or 7,599 of the minorities enrolled in 1986. Hispanics comprised 2.4% or 3,753.

Minority Staff Development/Recruitment Program

- In 1985 there was a total professional workforce of 6,580 in Connecticut public higher education institutions.
- In 1986 the total professional workforce numbered 6,738, an increase of 2.4% or 158 new hires.
- Fifty four (54) of the 158 new hires, or 34.2%, were Blacks and Hispanics.
- There were 320 Blacks and Hispanics in the 1985 professional workforce, comprising 4.9% of the total.
- In 1986 the number of Blacks and Hispanics grew to 378, an increase of 18.1%, raising their percentage to 5.6% of the professional workforce.

Connecticut College Awareness and Preparation Program (CONNCAP)

- Competitive grants, totaling $342,722, were awarded to seven institutions (2 public and 5 independent) to develop and implement partnership initiatives with school districts targeted by the Board of Governors.
- A total of 703 students from Hartford, New Haven, Waterbury, New Britain, Bloomfield, Meriden, Middletown and Norwalk participated in these early awareness, college preparation programs during the 1986 fiscal year.

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6/16/87

Introduction

In April, 1985 the Board of Governors for Higher Education adopted a Strategic Plan to Ensure Racial and Ethnic Diversity in Public Higher Education. The ultimate goal of this plan is to strengthen diversity in public higher education among students and staff.

In December, 1985 the Board of Governors adopted a three pronged initiative designed to implement its Strategic Plan. These initiatives, collectively identified as the Minority Advancement Program (MAP), are system-wide, state-supported approaches to enhance minority access to higher education.

Components of the Minority Advancement Program are:

1. Minority Enrollment Incentive Program
2. Minority Professional Staff Development/Recruitment Program
3. Connecticut College Awareness and Preparation Program (CONNCAP)

Serving as a landmark in Connecticut higher education, this plan has gained national recognition as a model for promoting educational equity and diversity. Interest in the model has been expressed by several states and the New England Board of Higher Education.

The Board of Governors for Higher Education respectfully submits this second annual report to the Governor and the Connecticut General Assembly. The report contains a discussion of the goals and objectives of the Stratgeic Plan to Ensure Racial and Ethnic Diversity in Public Higher Education and the accomplishments during the 1986-7 fiscal year toward reaching the stated goals and objectives.

The Minority Enrollment Incentive Program

The Minority Enrollment Incentive Program, the first major component of the Minority Advancement Program, is a performance-based funding program aimed at reducing by at least one-half the existing disparities between minority and non-minority enrollment and retention rates in Connecticut public higher education by year 1991. Incentive awards are made to institutions, over a five-year period, for progress made toward achieving institutional goals developed in accordance with Board goals and timetables.

Under this program each public institution has been required to develop and submit to the Department of Higher Education, for review by a Peer Review Committee, a five year plan that details strategies that should result in the attainment of institutional minority student access and retention goals.

Accomplishments

1. Each public institution submitted an original access and retention plan to the Board of Governors in November, 1985.

STATE OF CONNECTICUT
STATE BOARD OF EDUCATION

March 17, 1988

Dr. Peggy Hypes
Carson Newman College
Jefferson City, Tennessee 37760

Dear Dr. Hypes:

The Connecticut State Department of Education and the Connecticut State Department of Higher Education are collaborating on a comprehensive effort to recruit minorities into teaching.

In 1985, Connecticut became one of the first states in the nation to adopt a statewide plan of college outreach activities to recruit and retain more minority students and faculty. It appears these efforts are making a difference. In 1986 more minority students are enrolled in Connecticut colleges than ever before. Minorities made up 9.1 percent of Connecticut's college student body last fall, compared to 8.1 percent two years ago, while overall college enrollment dropped by 1.3 percent. Total minority enrollment is 14,540; 67 percent of these students are attending public institutions. However, despite recent increases, Black and Hispanic students continue to be underrepresented in the college population as compared to the state population.

Connecticut is also confronted with an underrepresentation of minorities in the full-time professional staff in the state's public schools, comprising only 6 percent of 37,000 educators. Minority youngsters often don't have the role models they need in their school building, but white students miss out, too. If we are to teach our young people about the value and importance of diversity in our society, that lesson must start early on in the classroom. Such low representation deprives the profession itself of the enrichment that comes from a diverse mix.

The Connecticut State Departments of Education and Higher Education would like these statistics to change and have chosen minority recruitment into higher education, and specifically into the teaching profession, as a major goal.

Box 2219 • Hartford, Connecticut 06145
An Equal Opportunity Employer

Proposals were included in our 1988-89 budget request. However, the Governor's budget released February 3 did not include any of our proposals. The Governor's budget is used extensively by the General Assembly in determining the state's budget. And the word this year is that with the state surplus dwindling, the General Assembly will not support many new initiatives at this time. Therefore, the Department is not optimistic that it will have a program in career ladders for the paraprofessional in the 1988-89 school year.

I am keeping a file of those who are interested in our proposals. I will be happy to keep you informed of any progress we make in moving our agenda forward.

Meanwhile, I want to thank you for your interest. If I can be of further assistance to you, please don't hesitate to contact me.

Sincerely,

Carol S. Rocque

Carol S. Rocque
Assistant to the Commissioner on Policy

CSR:sf

PROPOSALS
RECRUITMENT OF MINORITIES INTO HIGHER EDUCATION AND TEACHING
CONNECTICUT STATE DEPARTMENTS OF EDUCATION AND HIGHER EDUCATION

RECRUITMENT INITIATIVES

The following initiatives are proposed as a comprehensive effort to attract minorities to the teaching profession. The initiatives address the serious shortage of minority teachers and include efforts to increase the awareness of minority students in junior and senior high schools regarding a teaching career; a scholarship program for minority students to assist with college expenses; and an initiative to help paraprofessionals already employed by our schools to prepare to teach.

1. To increase the number of CONNCAP (Connecticut Collegiate Awareness Program) programs currently supported by the state.

   CONNCAP programs, a consortium between a college and a local school system, identify minority students in junior high school who demonstrate college potential and provide support and enrichment opportunities to prepare the student for college. This program makes students aware at an early age that they have the capability to attend college. CONNCAP provides academic enrichment and exposes them to a campus environment.

   The state is already providing funds for programs operating in New Britain and Waterbury (Central Connecticut State University); Norwalk (Norwalk State Technical College and Norwalk Community College); Hartford (Trinity College); and Middletown (Wesleyan University). The University of Connecticut's Upward Bound program, operating with federal funds, serves Hartford, New Haven, Stamford, Waterbury and Groton. State funding is being requested for another program to be located in Bridgeport, Connecticut's largest city.

2. To help ensure that academically talented Connecticut Blacks and Hispanics will have an opportunity to attend the college of their choice. In this regard, we are requesting that the state establish a minority scholarship program.

   a. The proposed program would be available to needy Connecticut Blacks and Hispanics who enroll in full-time undergraduate study at an accredited degree-granting institution of higher education in Connecticut. Students who meet the criteria for the program would apply for a grant from the Connecticut Department of Higher Education for an amount to meet their unmet financial need.

   b. Colleges in Connecticut that participate in the program would agree to grant participating minority scholars at their institution additional aid to meet individual unmet financial need.

3. To encourage Blacks and Hispanics to enter teaching and other professional positions in public elementary and secondary schools and public and independent colleges and universities in Connecticut. The agencies will recommend that the legislature appropriate funds to establish a program to help repay educational loans of Black and Hispanic residents who (i) graduate from college with at least a "B" average and (ii) become full-time teachers or other professional staff at any Connecticut public elementary or secondary school or any accredited college or university in Connecticut.

   A maximum of $12,500 would be reimbursed over a period of five years for any outstanding student loans for an eligible Black or Hispanic educator. An accelerated forgiveness rate of three years is proposed for those who teach in a Priority School District (those Connecticut districts whose students have the highest academic needs).

4. To expand efforts at Connecticut colleges/universities to retain our minority students. This effort, supported by state funds, will focus on support services critical to fostering academic motivation and achievement.

5. To develop a career ladder for paraprofessionals and the opportunity to advance in the teaching profession. Since paraprofessionals have already made their interest evident by working in our public schools, they represent a potential worthy of special attention. With state and private funding, this program would team two paraprofessionals. Each would work in a school one-half year and take courses in a teacher preparation program the other half year. The paraprofessional would receive a full-time salary and be reimbursed for academic expenses after successful completion of the semester. The program would be piloted in Connecticut's urban districts, where minority paraprofessionals are greatest in number.

6. One of the most significant barriers to participation is lack of knowledge. A public awareness compaign is an important component of any recruitment effort to encourage minorities to enter teaching. Private funding is being sought.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Department of Education

MAILING ADDRESS: Benedict College
Harden and Blanding Streets
Columbia, SC 29204

TELEPHONE: 803 253-5340 or 253-5235

KEY CONTACT PERSON: Naomi Dreher

ROLE/TITLE: Director of Minority Access to Education

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: Part-time pay (full time work)

PROGRAM DESCRIPTION: This retired elementary teacher recruits in high schools of 16 rural districts. They offer stipends of not more than $1500 to supplement personal funds and fund student can get from other sources. Local groups (clubs, churches) and school districts supplement state funds for the student stipends. Students agree to go to some rural district (not necessarily the one they come from) or they pay the stipend back. Mrs. Dreher says the new president and a new teacher education faculty member have sparked new life into teacher education.

NUMBER CURRENTLY INVOLVED: About 25 of 300 graduates were in teacher education.

WHO (RACES/GROUPS) ARE THEY: Black

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: They are in the process of needs assessment and organization.

SOURCE(S) OF FUNDING: The State furnished $90,000 each year. This is a five year program.

PROGRAM COSTS:

ADDITIONAL COMMENTS: The personal enthusiasm of Mrs. Dreher may be a real factor in the program success.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: State of North Carolina

MAILING ADDRESS: Teacher Recruitment Office
Department of Public Instruction
116 West Edenton Street
Raleigh, NC 27603

TELEPHONE: (919) 733-4736

KEY CONTACT PERSON: Dr. Kenneth Foushee

ROLE/TITLE: Consultant to the Office of Teacher Recruitment (This is the official title of the State position)

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: Full time employee

PROGRAM DESCRIPTION: Dr. Foushee has recommended a plan which began in the Fall of this year. He plans to begin recruitment in high schools, junior high schools, and elementary schools. The program at the high school level has begun already. There is a recruiter chosen from among the faculty by the principal who is paid a $300 stipend to identify promising prospective teachers. This is a general group, but this person is instructed to especially include promising minority students in this group of prospective teachers. After the group is identified, the person gives them career education, and plans special programs for them which includes all kinds of teacher informative programs talking about GPAs necessary, courses they will need to take to move into a college program. Also included are special programs by successful college students. This program will move down into the junior high next year. The recruiter will be the counselor in the junior high. Eventually the program will move to the elementary schools

(OVER)

where there will be role plays and information sessions and speakers especially on the humanistic values in teacher education.

The State plan calls for active collaboration with community organizations to find minority persons. Dr. Foushee mentioned interest in the project among the community organizations the churches. A group called Public School Forum is interested in finding minorities who could qualify for the teaching fellows program, which is a scholarship program in effect in twelve North Carolina universities. Persons receive $5,000 a year in this program. About 500 were awarded during last year. This is not just for minorities, but the State is interested in including more minorities. A group which he calls the ECAE is making some special effort to recruit minorities.

The State commissioner belongs to a state compact including several southeastern states. There have been several meetings related to the problem of getting minorities into the profession.

North Carolina also has another scholarship program called Prospective Teachers. This program includes a $2000 a year scholarship. They are making efforts to get more minorities into this program.

Dr. Foushee has developed some public service announcements which are designed to recruit teachers. One, which is especially designed to recruit minorities, includes the national teacher of the year Donna Oliver and her daughter, who is the current Miss Black America. He believes that this is useful.

The bottom line seems to be the availability of scholarships.

NUMBER CURRENTLY INVOLVED:

WHO (RACES/GROUPS) ARE THEY:

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Dr. Foushee says that the program is new so that it is not possible to give follow-up results at this time.

SOURCE(S) OF FUNDING: State funded.

PROGRAM COSTS: Scholarships and the stipend for recruiters.

ADDITIONAL COMMENTS: He will send me a written report.

F038/D12

Teach
Build a North Carolina Career.

TEACHER RECRUITMENT OFFICE

The 1986 General Assembly established the Teacher Recruitment Office as part of the Teacher Enhancement Program. One goal of the Office is to identify subject and geographic areas of need and recruit quality teachers for those areas. The Office will focus on recruiting members of minority groups and on retaining quality teachers who may otherwise consider leaving the field within the first five years of teaching.

Another goal of the Teacher Recruitment Office is to offer incentives to attract quality teachers. Each year 200 scholarships at $2000 a year for four years are awarded for prospective teachers planning to enter the teaching profession. To improve the image of the teaching profession, the Office has developed a comprehensive marketing campaign. This includes brochures, student materials, television and radio public service announcements, and billboards.

To assist the Office with its tasks, the General Assembly mandated that 341 outstanding teachers, one from each high school in the state, be appointed to serve as teacher recruiters for their schools. Each of the 341 teacher recruiters receives a $300 stipend for these additional responsibilities. To increase the efficiency of this plan, the State Board of Education approved the release of the eight regional winners of the Teacher of the Year competition.

The regional winners are released from their classroom for a full year to work directly with the Teacher Recruitment Office. Their duties include assisting the high school teacher recruiters in their regions, identifying quality candidates for a career in teaching, disseminating information on scholarship loans, visiting junior high and middle schools to encourage students to begin preparation for a teaching career, coordinating efforts to involve business and civic groups in helping to make teaching more rewarding, and cooperating with colleges and universities to increase teacher enrollment.

The Teacher Recruitment Office and its network of teacher recruiters will continue to work for increased teacher salaries, improved working conditions for teachers, additional incentives and grants for career teachers, and a positive image of the teaching profession in North Carolina.

For more information, contact:

The Teacher Recruitment Office
Division of Teacher Education
N. C. Department of Public Instruction
116 West Edenton Street
Raleigh, NC 27603-1712
(919) 733-4736

Grace H. Drain, Coordinator
Ken Foushee, Consultant
Beverly L. Hine, Consultant

Teach

Build a North Carolina Career.

PROSPECTIVE TEACHER SCHOLARSHIP LOAN

AWARD	Each recipient receives $2000 per academic year (up to $8000) for undergraduate study leading to teacher certification.
SELECTION CRITERIA	Recipients are selected on the basis of GPA, SAT scores, class rank, and congressional district. Recipients must attend one of the 43 public or private North Carolina colleges or universities with an approved teacher education program.
RENEWAL CRITERIA	Recipients must maintain a C average during their freshman year of college and a B average each subsequent year to remain eligible for the scholarship loan.
REPAYMENT PROCEDURE	One year of the loan will be forgiven for each full year the recipient teaches in a North Carolina public school. If the scholarship loan is cancelled or the recipient does not fulfill the teaching obligation, the amount of the loan and accrued interest (6%) must be repaid by the recipient.
HOW TO APPLY	Applications are available in the high school counselor's office or at college financial aid offices and schools of education. Applications will be available November 1. Applications must be postmarked no later than March 1. Awards will be announced by April 15. Alternate recipients will be notified by June 30.

TEACHER RECRUITMENT OFFICE
DIVISION OF TEACHER EDUCATION
STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NC 27603-1712
(919) 733-4736

10/87

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Project I Teach

MAILING ADDRESS: College of Education
University of New Mexico
Albuquerque, NM 87131

TELEPHONE: (505) 277-3639

KEY CONTACT PERSON: Dr. Wayne Maes

ROLE/TITLE: Director

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: Project I Teach is a partnership between the Educational Testing Service, the University of New Mexico, and six high schools in Albuquerque. The program identifies minority high school students in their sophomore and junior years who are interested in becoming teachers and provides them with support and incentives to complete a college education toward the teaching credential.

Participating students are provided with coursework, speakers, career counseling and teacher clubs focusing on the teaching profession. A one week summer camp at the university develops students' skills in testing, study habits and academics. The camp also allows the students to familiarize themselves with the university, and to obtain information regarding financial aid, housing, and other aspects of university life. During the school year, students are placed as teacher aides in elementary schools. The Educational Testing Services provides personnel, technical assistance, and materials in support of this program.

NUMBER CURRENTLY INVOLVED: 60 high school juniors

WHO (RACES/GROUPS) ARE THEY: Hispanic, Black, Indian

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Project I Teach is in its first year, and evaluation data are not yet available. Plan involves a 4-year follow-up program.

SOURCE(S) OF FUNDING: Educational TEsting Service (Monte Perez (818) 578-1971)

PROGRAM COSTS: $18,000 -ETS, $10,000 - University Additional funding from other agencies (annual budget)

ADDITIONAL COMMENTS:

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PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of Florida

MAILING ADDRESS: Office of Recruitment and Outreach
College of Education
University of Florida, Gainesville, Fla. 32611

TELEPHONE: (904) 392-5882

KEY CONTACT PERSON: Dr. Simon Johnson

ROLE/TITLE: Director

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: 75% or more

PROGRAM DESCRIPTION: The Office of Recruitment and Outreach works with junior high and high schools statewide to recruit and prepare students for careers in education. In addition, the Office is responsible for mentoring and retention efforts for College of Education students.

The office has been in place for 6 years.

Goals of the office are:

1. To recruit and assist in graduating minority students.
2. To assist minority students in the development of survival skills.
3. To aid minority students in passing the Florida Teacher Certification Examination.
4. To recruit extensively at the undergraduate level and prepare students to become graduate students in the College.
5. To make other professors aware of the plight of minority

(OVER)

students and to solicit their help for students with tutorial and personal problems.

The Office is now working on the State initiative to revitalize Future Teacher clubs in the Gainesville (Central Florida) area. More than 2,000 junior high and senior students have expressed interest in becoming teachers.

NUMBER CURRENTLY INVOLVED: Efforts of last 2 years have produced 50 minority students

WHO (RACES/GROUPS) ARE THEY: Black, Hispanic

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: 200 persons have taken teacher certification including 50 minority candidates. The passing rate overall is 91%. Among minority candidates, the rate is 86%.

SOURCE(S) OF FUNDING: Affirmative Action Office supplies limited funds. Dean's office supplies some funding, and Director's work with school districts for the Florida Teacher Education Center generates funds for the office.

PROGRAM COSTS: The office has 4 graduate student assistants, 2 junior college student assistants and 2 high school student assistants. Personnel costs are approximately $30,000-40,00 per year not counting the Director's salary or office costs including secretary.

ADDITIONAL COMMENTS: Director's Comments: Plan the program from junior high up.

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PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Future Teacher Program

MAILING ADDRESS:
Personnel Department
Recruitment and Selection Section
Los Angeles Unified School District
450 No. Grand St.
Los Angeles, CA 90012

TELEPHONE: (213) 625-5529 625-5300

KEY CONTACT PERSON: Mr. Richard Lopez Martin Griego

ROLE/TITLE: Coordinator

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: The Future Teacher Program seeks to inspire minority high school students to select education as a profession.

Seventeen predominantly minority schools participate in the program. A teacher coordinator at each school provides an elective course (World of Education or Careers in Education), offered through the English or Social Studies department. Through this course, students are provided field experience in teaching, instruction in classroom management, teaching methodology and tutoring techniques. Students also receive orientation tours to local colleges and universities where they learn about admissions, financial aid, student support services and academic requirements.

NUMBER CURRENTLY INVOLVED: Approximately 300

WHO (RACES/GROUPS) ARE THEY: Approximately 43% Hispanic
35% Black
20% White
2% Other

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: The Future Teacher Program has been in existence since 1974. A recent evaluation (1987) surveyed 300 program participants (graduates of 1983). Nearly 66% of the respondents are either planning to obtain or working toward a teaching credential. A few (17) were already working as full-time credentialed teachers.

SOURCE(S) OF FUNDING: School district

PROGRAM COSTS: Budget = $10,000. Each teacher coordinator receives $525 per semester course taught.

ADDITIONAL COMMENTS:

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Pool of Recruitable Teachers (PORT)

MAILING ADDRESS: California State University, Dominguez Hills
1000 e. Victoria St.
Carson, CA 90747

TELEPHONE: (213) 516-3519

KEY CONTACT PERSON: Dr. Judson Taylor   Dr. Jim Parker

ROLE/TITLE: Director   Assoc. Dean

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: ____________

PROGRAM DESCRIPTION: The PORT program addresses the growing need for more minority teachers through awareness, recruitment, and support activities conducted at junior high, high school, and community colleges.

One of the activities, the Future Teacher Institute introduces the teaching profession to students at secondary schools and the community colleges by providing them with the opportunity to participate in field experiences under the guidance of university faculty. Each of three feeder high schools in the University's service area provides a course, "World of Education" at the schools. A "Careers in Education" is held to introduce students to opportunities in education.

The course "World of Education" is offered for elective credit in six high schools. The Future Teacher Institute is a Saturday enrichment program for elementary students.

(OVER)

The institute uses high school students who have previously taken or are currently enrolled in the "World of Education" course. Lessons in Math and Science are team taught by the high school students to the elementary students. The team consists of a teacher of the day; a support person who gathers necessary materials; and a member who observes and provides feedback. Each team teaches/tutors six elementary students and the duration of the program is 10 weeks. Groups are then changed and another 10 week session begins.

NUMBER CURRENTLY INVOLVED: (OVER)

WHO (RACES/GROUPS) ARE THEY: 50% white; 30% black; remainder include Hispanics and Asians

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: This is the first year of implementation. An outside evaluator has been contracted to evaluate the program. Informal feedback includes positive feedback from parents and students. The Institute received 400 applications from elementary students for 60 slots. Of 30 tutors that started the program, 20 completed it.

SOURCE(S) OF FUNDING: Carnegie Foundation - $270,000 (3 years)

PROGRAM COSTS:

ADDITIONAL COMMENTS:

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NUMBER CURRENTLY INVOLVED: The institute employs 30 student tutors per 10 week session. The tutors receive $15 per 4 hour session. Sixty (60) elementary students can be accommodated in each session.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Operation Chicano Teacher (OCT)

MAILING ADDRESS:
California State University
18111 Nordhoff St.
Northridge, CA 91330

TELEPHONE: (818) 885-2731

KEY CONTACT PERSON: Marta Sanchez

ROLE/TITLE: Director

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: ____________

PROGRAM DESCRIPTION: Operation Chicano Teacher conducts recruitment activities in local high schools and community colleges, and provides retainment services for OCT teathers at the university. The program seeks to attract Chicano and other Hispanic students into the field of teaching.

Recruitment includes on and off campus activities such as career orientation conferences, financial aid workshops, and parent conferences. In addition to recruitment efforts by OCT staff, many students, particularly Students United for Bilingual Education (SUBE), assist in recruitment efforts at local schools.

Once students have been recruited, OCT provides services such as academic advising, peer counseling and tutoring, and information about other support services and activities.

NUMBER CURRENTLY INVOLVED:

WHO (RACES/GROUPS) ARE THEY:

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: OCT recruits an average of thirty students per semester.

SOURCE(S) OF FUNDING:

PROGRAM COSTS:

ADDITIONAL COMMENTS:

More information to come!

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of Wisconsin - Milwaukee

MAILING ADDRESS: Dr. Linda Post
University of Wisconsin; Department of Curriculum and Instruction
P.O. Box 413; Milwaukee, WI 53201

TELEPHONE: (414) 229-4179 Dr. Linda Post

KEY CONTACT PERSON: Dr. Linda Post

ROLE/TITLE: Coordinator of "YES" clubs

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: Volunteer basis/Dr. Post is a full-time professor

PROGRAM DESCRIPTION: A number of faculty from the University of Wisconsin School of Education with staff from Milwaukee Public Schools worked together to begin the task of "addressing them where they are" and "going out and getting them."

The four program components were:

1. Development and implementation of an updated version of the Future Teachers Clubs in the 45 high schools in Milwaukee Public Schools.
2. Development and implementation of a pre-college program for students interested in pursuing careers in education.
3. Development and implementation of an advising/counseling/social/psychological support program within the School of Education that would work directly with students prior to the point of admission to the University.
4. Development and implementation of strategies to attract

financial backing to establish a scholarship fund for minority students pursuing careers in teaching.

See attachment for additional information.

NUMBER CURRENTLY INVOLVED: In YES clubs 330 members.

WHO (RACES/GROUPS) ARE THEY: 55% of 330 are minority (Minority is defined as Asian, American Indian, Black or Hispanic)

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: After one year of operation the Young Educators Society (Component One) seems promising. Thirty seniors from the groups have been admitted to college programs and fifteen have entered the University of Wisconsin-Milwaukee with career plans in education.

SOURCE(S) OF FUNDING: No outside funding

PROGRAM COSTS: Approx. $2000 from University

$2000 from school of Education

ADDITIONAL COMMENTS: Article appeared in Journal of Negro Education 56: 203-211 "Developing a Recruitment and Retention Support System for Minority Students in Teacher Education."

F038/D12

University of Wisconsin-Milwaukee

Minority Recruitment Efforts

The University and or College of Education has five programs in existence to recruit and retain minority students. (Minority students are classified as Asian, American Indian, Black or Hispanic.)

Young Educator's Society (YES) is active in all fifteen Milwaukee public high schools. It has 330 members with 55% minority participation. (Dr. Post is very proud of this since the minority population in the public schools is 65%.)
Each high school has two advisors/sponsors for the YES program. These advisors are paid by the University to attend seminars, training courses, etc. to learn about and promote YES. Also, each high school has a business mentor in the community. Dr. Post is hoping to engage outside funding by tapping these community resources.
The University allows $2000 per year for the transportation of the YES groups to the campus for an annual meeting. The high school advisors are paid from this amount as well. The School of Education spends $2000 for lodging, materials, and meetings for the high school advisors.
Dr. Post mentioned that YES clubs are being started in the middle schools as well.

The **Pre-College Program** has been in existence for ten years as part of the University's base budget. It targets high school minorities. The program is for three summers and begins the summer after the ninth grade. The focus is on English, Math and Science. Electives now include Careers in Teaching and second year students may elect to take Techniques of Teaching.

Professional Pathways Program targets minorities in the School of Education. As a freshman, a minority student is assigned a faculty mentor from the School of Education as well as a practicing teacher mentor from the public school system. These mentors are to help and guide the student in any aspect of his life (personal problems, school difficulties, etc.). This is in addition to the student's academic advisor.

The **Early Contract Program** with the Milwaukee Public School system targets minorities as well. In the junior year of college, applicants are interviewed by the school system. If accepted, an agreement is made between student and school system that upon successful graduation, the student will be hired as a full time teacher. At the present time, twenty-five students are involved in this program.

The **Minority Retention Program** is a campus wide effort that allocates $700,000 per year for Retention Grants. A student in his sophomore year may apply for this financial grant to help defray the cost of education.

In the planning stages is a joint program involving the University of Wisconsin at Milwaukee, Technical College (in Milwaukee), and the Milwaukee public school system. The target group for this program is minority teacher's aides and other minority paraprofessionals already employed by the school system. The program begins with the participant attending classes at the Technical School while continuing to work. At the completion of the program, the person receives a Bachelor of Science degree in Education.

Presently, Dr. Post is aggressively promoting the creation of a position for a Minority Recruitment Coordinator in the School of Education. A job description is being formulated.

Dr. Post is forwarding information and the present handbook of the Young Educator's Society. Expected arrival date is May 9, 1988.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of Arkansas

MAILING ADDRESS: at Pine Bluff

TELEPHONE: (501) 541-6599

KEY CONTACT PERSON: Dr. Walter Littlejohn (501) 541-6599
Dr. Willingham 541-6899

ROLE/TITLE:

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: This program is designed to retain those students pursuing careers in teaching by providing:

a. Counseling Services

b. Academic tutoring

Another effort involves working with parents of minority youth in an attempt to develop support structure which will lead young people to enroll and remain in higher education.

NUMBER CURRENTLY INVOLVED: ______

WHO (RACES/GROUPS) ARE THEY: ______

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: ______

SOURCE(S) OF FUNDING: ______

PROGRAM COSTS: ______

ADDITIONAL COMMENTS: Institution has promised to send more information. Person who was responsible for program has left the institution and there is transition at this time.

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PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Bellarmine College

MAILING ADDRESS: Louisville, KY

TELEPHONE: Howard (502) 452-8191, Eperly (502) 452-8105

KEY CONTACT PERSON: Rose Howard and Judy Eperly

ROLE/TITLE:

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: An "Introduction to Teaching" course was offered for credit to high school students. The two purposes in designing the course were to 1) introduct talented high school students to teacher education and 2) present facts about teaching to students so that their attitudes toward teachers and teaching will be based on facts, rather than on rumors and unsubstantiated opinion.

"Introduction to Teaching" was offered in the fall semester of 1983. The course enrolled 21 high school juniors and seniors, who attended 75-minute sessions held weekly in the late afternoon on the college campus. The course consisted of three-five week modules designed by directors of elementary, secondary and special education. The sessions covered topics ranging from development differences among children to specific curriculum materials for teaching specific skills. Also, the students were assigned weekly readings.

NUMBER CURRENTLY INVOLVED:

WHO (RACES/GROUPS) ARE THEY:

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Students before and after the course completed the same 12-item questionnaire asking them to rate perceptions of teaching. Overall, these students showed more positive attitudes toward teachers and teaching than did their initial response.

SOURCE(S) OF FUNDING:

PROGRAM COSTS:

ADDITIONAL COMMENTS: Article appeared in Phi Delta Kappan 66:511-512.

F038/D12

More information to come!

B. PROGRAM FOR RECRUITMENT FROM ALTERNATIVE POOLS

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: American Federation of Teachers

MAILING ADDRESS: American Federation of Teachers
555 New Jersey Avenue, N.W.
Washington, D.C. 20001

TELEPHONE: (202) 879-4460

KEY CONTACT PERSON: Carolyn Trice

ROLE/TITLE: Director, Teacher Recruitment and Internship Program

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: 100% to this program

PROGRAM DESCRIPTION: The focus of this program is recruitment of teachers from alternate pools of talent and their induction into the profession. Program dimensions differ in accordance with site needs. There are currently 3 sites: Atlanta, Miami, San Francisco. The Atlanta and Miami programs seek to identify degreed persons or advanced students in higher education with grade point averages of at least 2.7 overall and 3.0 in their disciplines. The San Francisco program focuses on paraprofessionals who have at least 60 hours of college course work.

The basic induction program places the intern in summer coursework in pedagogy, a year-long paid internship with accompanying coursework and a second summer of coursework. The San Francisco program requires 2 full years for degree completion. The internship program is currently being implemented only at the secondary level.

The programs are collaborative efforts with the local school districts having the interns at full salary and supplying the mentors at reduced teaching loads, the universities supplying coursework with tuition waivers and/or forgivable loans, and the AFT providing coordination and a researching in teaching component. (AFT supplies the national director and half-time coordinators at local sites.)

One mentor is assigned to every 2 interns and both parties (mentor and intern) teach no more than 80% of the school day, but are paid full salary.

NUMBER CURRENTLY INVOLVED: Miami - 29, San Francisco - 9, Atlanta - 8

WHO (RACES/GROUPS) ARE THEY: 75% are minorities. Atlanta has 6 black interns; Miami has blacks and Hispanics. San Francisco has black, Hispanic and Asians.

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Program is in first year of implementation. Too early for results.

SOURCE(S) OF FUNDING: American Can Company provided planning grant. AFT provides technical staff and instruction. Universities

PROGRAM COSTS: provide tuition waivers/forgivable loans. Local school districts pay mentors and interns.

ADDITIONAL COMMENTS: Program costs are unclear.

A problem to be continually addressed is maintaining the integrity of the mentor relationship. (LEA's keep wanting to make it an after-school "buddy" teacher program.

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AFT would like a copy of the report on current programs.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: New York

MAILING ADDRESS:
New York City Board of Ed.
65 Court St., Rm. 501
Brooklyn, NY 11201

TELEPHONE: (718) 935-2292

KEY CONTACT PERSON: Barbara Restivo

ROLE/TITLE: Director, Paraprofessional Career Program

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: A paraprofessional program operated jointly with the United Federation of teachers has been in existence for 15 years. The purpose of the program is to encourage paraprofessionals to continue their education, with the support of the Board of Education. (Paraprofessional are defined as anyone working in the classroom, assisting a teacher in any subject area, K-12; state requirements for a paraprofessional are a minimum of a high school diploma and six college credits in a subject area, which they can take up to a year to acquire.) Specifically, the Career Program enables paraprofessionals to take a minimum of three or a maximum of six credits, per semester, paid for by the Board. If the paraprofessional has already obtained a baccalaureate degree, then the Board offers the same reimbursement for education credits to become certified, or for further education in other education-related fields that the Board sponsors (e.g., non-teaching positions).

NUMBER CURRENTLY INVOLVED: ______

WHO (RACES/GROUPS) ARE THEY: ______

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: Although to date there are no specific statistics on advancement, staff comments indicate that significant numbers of minorities use the Career Program to advance to at least the Education Associate degree (60 credits), with many moving on to attain teaching certification. Currently, staff are exploring more formal methods for determining exactly how many paraprofessionals have reached certification.

SOURCE(S) OF FUNDING: ______

PROGRAM COSTS: ______

ADDITIONAL COMMENTS: Statistical work will be sent when completed.

FO38/D12

C. COLLEGE/UNIVERSITY INITIATIVES

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Indiana University

MAILING ADDRESS: Contact persons: Black Alumni: Dr. Terry Grimes 812-335-1711

Admissions Office: Dr. Bob McKee 812-335-0661

Groups Program: Dr. LaVerta Terry 812-335-0508

TELEPHONE: School of Educ: Dr. George Kuh 812-335-9076

KEY CONTACT PERSON:

ROLE/TITLE:

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: Indiana's minority recruitment program is a well-organized university-wide effort which has been in existance since 1968. The School of Education benefits from the university's efforts but other than a network of Black graduates has no specific program of its own other than fledgling efforts by one or two faculty members. In contrast the Groups Program at I.U. is well-funded, receiving $180,000 in federal funds last year and more than equal that amount from campus sources, well staffed with over a dozen full and part-time staff and recruits over 350 minority or disadvantaged students to IU yearly. I.U. also has a very well organized minority alumni network which actively recruits students statewide for the university. This alumni network and the Groups Program actively contact counselors and principals throughout the state. Once admitted, active retention programs are in place to help high risk students. One summer program costing $1700 per student is completely defrayed by IU and is used for minority recruitment. Data with regard to the success of the program is available from Ms. Terry.

NUMBER CURRENTLY INVOLVED: 350+ per year.

WHO (RACES/GROUPS) ARE THEY: Blacks, Hispanics, some refugees and a few whites.

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: Comparisons to average retention rates at IU (48%) indicate that at least 33% of the high-risk students graduate. Data is being collected to determine how many transfer and graduate elsewhere.

SOURCE(S) OF FUNDING: Federal and various departments, schools and sources at IU.

PROGRAM COSTS: In excess of $400,000 per year

ADDITIONAL COMMENTS: This appears to be a program which should be investigated further. It is successful because it is well financed, staffed by full-time people, supported campus wide from Afro-American and Hsipanic Affairs Offices through various schools and departments, includes strong procedures for retention as well as recruitment, and utilizes a very well organized network of minority alumni throughout the stateincluding IU's Black Alumni Clubs. Many programs are available to attract students including Senior Roundup, previews to IU, a bridge program similar to Upward Bound, etc. Obviously, any School of Education could profit indirectly or directly from such a program if an administration had the insight to make this a full-time priority. I strongly advise following up on this information.

Information obtained, so far, from Clemson and Ohio State indicates that their efforts are not as far-reaching as IU's. Clemson, however, had one idea worthy of note in that they award a $1000.00 scholarship to any minority student who, based on high school grades and other predictors, has the potential to achieve a 3.00 at Clemson. Once again, serious funding must be available if minority recruitment is to be taken seriously.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of Connecticut

MAILING ADDRESS:

TELEPHONE: (203) 486-3999

KEY CONTACT PERSON: Dennis J. Leary

ROLE/TITLE: Director

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: Full time

PROGRAM DESCRIPTION: This program attracts minority students to the University through advertisement emanating from what they call the "Day of Pride Program". This is a state-wide celebration at which time outstanding minority students receive recognition and scholarships.

A written description of this program has been promised.

NUMBER CURRENTLY INVOLVED: 118

WHO (RACES/GROUPS) ARE THEY: Blacks and other minorities

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS:

SOURCE(S) OF FUNDING:

PROGRAM COSTS:

ADDITIONAL COMMENTS:

F038/D12

More information to come!

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of Delaware

MAILING ADDRESS:

TELEPHONE: ? (302) 451-8735

KEY CONTACT PERSON: ? Judith Gibson

ROLE/TITLE:

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: Minority Retention Program (and other efforts, if any.)

The literature suggests that the University of Delaware has some interesting ventures underway, but we have a great deal of difficulty getting in touch with Judity Gibson.

NUMBER CURRENTLY INVOLVED: ______

WHO (RACES/GROUPS) ARE THEY: ______

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: ______

SOURCE(S) OF FUNDING: ______

PROGRAM COSTS: ______

ADDITIONAL COMMENTS: More information forthcoming

F038/D12

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of Tennessee - Knoxville

MAILING ADDRESS: Minority Engineering Scholarship Programs
103 Estabrook Hall
Knoxville, TN 37996

TELEPHONE: (615) 974-4457

KEY CONTACT PERSON: Mr. James Pippin

ROLE/TITLE: Director

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: 100%

PROGRAM DESCRIPTION: Promising minority students are actively recruited on a nationwide scale to participate in a collaborative effort between the University and private industry. Selected applicants and parents participate in a Spring orientation program, a summer pre-intern position with a participating company and a college program which interfaces coursework with paid field experiences. The total package including scholarship monies and increments in salary as the student progresses provides approximately $30,000 to each student for the five-year duration of the program. At the completion of five years the student should receive the bachelor's degree in Engineering. The program also emphasizes retention as students are required to "check-in" at the office every Monday while on campus. A very close relationship is also nutured between the program director and parents of involved students.

NUMBER CURRENTLY INVOLVED: 25 per year = approx. 100

WHO (RACES/GROUPS) ARE THEY: Black

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Evaluations indicate that the program is quite successful. There is approximately a 35% attritition rate. The University of Tennessee at Knoxville ranks 13th in the country in graduating Black Engineering students.

SOURCE(S) OF FUNDING: 150,000 Operational budget which is funded as a line item by the University. Business & Industry provides scholarship money and salaries.

PROGRAM COSTS:

ADDITIONAL COMMENTS: See attached for more information.

F038/D12

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

College of Engineering

Minority Engineering Scholarship Program

TO THE SPONSORS OF
THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF ENGINEERING
MINORITY ENGINEREING SCHOLARSHIP PROGRAM

Our report for 1986-87 begins with sadness as the result of Fred D. Brown, Jr.'s death on September 23, 1986, after losing a battle against a long illness. His dedicated leadership of the Minority Engineering Scholarship Program will be deeply missed A Memorial Library and Study located in Estabrook Hall Minority Engineering Office has been dedicated in his name.

Our recruiting program for Fall 1986 entering students was very successful with the awarding of 22 scholarships to deserving students. The academic standing of the new students of Group XV is most encouraging. The average high school GPA is 3.50 on a scale of 4.00 The average composite ACT score is 24 This represents one of the most talented group of students to be recruited to date.

A recent survey from the engineering manpower commission indicates that our College is thirteenth out of the top forty producers of bachelor degrees in engineering to blacks during the 1986-87 academic year (36). Academically the students continue to do well reflecting in an overall retention rate of 55% (1973 - present) and 65% since the addition of the two-week academic review session in 1977. The staff and other departments on campus continue to work with our students to improve the retention rate through advising, counseling and tutorial assistance.

The Spring Workshop for Sponsor Representatives was held on Friday, May 8, 1987. The workshop was well attended as 38 representatives from 23 companies participated. There are now 41 participating companies involved with our joint effort to increase the number of qualified black engineering graduates. The students and their parents who were attending our campus orientation program were afforded the opportunity of meeting their company sponsors at our evening reception, which is a high point of orientation week.

At the end of January 1987, Andrew W. Spickard retired as Associate Dean of Engineering. Andy made many contributions to the minority effort in the College, to the University, and the community. We will miss his dedicated service toward increasing the number of minority students enrolling and graduating in the College of Engineering.

We would welcome your visit to our campus and look forward to the opportunity of discussing the program and to thank you personally for your interest and participation in this worthwhile effort.

Sincerely,

James T. Pippin

James T. Pippin
Director

Suite 103 Estabrook Hall / Knoxville, Tennessee 37996-2360 / (615) 974-4457

MINORITY ENGINEERING SCHOLARSHIP PROGRAM

PROGRAM GOALS

The College of Engineering at The University of Tennessee, Knoxville, established a comprehensive scholarship program during 1973 aimed at increasing significantly the number of minority engineering graduates. At the beginning of Fall Quarter in 1972, there were only 26 Black students enrolled in the College of Engineering. Black students represented only 1.75% of the engineering student population. At the beginning of our Fall 1986 Quarter, there were 193 full time Black engineering students representing 8.7% of our engineering enrollment. This represents real progress and with continued sponsor support, we are confident Black engineering graduates will be consistent with current populations norms.

In establishing our program, we considered that there are at least two basic reasons why an inadequate number of Black engineers graduate in the U.S. First, the recruitment of minority students for careers in engineering has been seriously handicapped because of a lack of a "minority engineer" image for Black American youth. Second, many qualified minority students who might otherwise consider engineering careers lack the financial resources for a university education.

In designing our program to overcome these two conditions, the basic determination was made that we intend to produce fully qualified engineers who will be thoroughly competent and able to compete successfully with graduates of UTK and other engineering schools. We have sought, and will continue to recruit, outstanding high school seniors who have taken the math and science courses required for admission to the College of Engineering. The program was designed to motivate highly qualified minority young people to select engineering careers by providing grant-in-aid support and providing technically oriented job assignments with engineering and industrial firms.

Our Minority Engineering Program is built around and incorporates the Co-Op program, in which students alternate quarters of academic work and industrial experience. A typical co-op schedule is included in this report (Appendix A).

OPERATION OF MINORITY ENGINEERING PROGRAM

RECRUITMENT AND SELECTION

We have established high standards for selection of students who will be awarded scholarships. Students who rank in the upper quarter of their graduating class and whose ACT composite score is well above average can be expected to be in competition for the limited number of scholarships to be awarded annually.

A recruiting brochure has been developed for use with high school guidance counselors, search groups, and other potential sources of qualified referrals. We also follow up on referrals by national search groups such as ACT, SAT, and the National Merit Scholarship Program. In addition, as a member of SECME (Southeastern Consortium for Minorities in Engineering), we work closely with the high schools participating in the SECME program.

Recruiting efforts were originally concentrated in Tennessee and other southeastern states, but we have expanded our recruiting efforts in communities where sponsor plants are located. We can and do cooperate with the sponsor in identifying qualified local applicants. Students of Group XV, who have recently completed their pre-co-op work assignments, represent seven different states.

ORIENTATION

Students who have been awarded Minority Engineering Scholarships are given a comprehensive orientation to the program, the College of Engineering, and the Knoxville campus.

The Orientation Week was held this year in May. During this period the students were given intensive on-campus preparation for their pre-co-op assignment. They were furnished a listing of various pre-co-op job openings at locations made available by program sponsors and were asked to record their first, second, and third choices of assignments.

Details pertaining to on-campus housing and advance registration for the Fall Quarter are handled during the orientation period. Students are advised on such subjects as study habits, budgeting of time and money, and distractions which will lessen chances of success; these sessions include sharing of experiences with students from the previous groups.

The parents of awardees spend a day at the end of the week with us so that both parents and students will have a good understanding of the program requirements. It is expected that this will result in parents being more supportive and encouraging to their sons and daughters. It will also help the students to better understand what is expected of them on the job during their pre-co-op assignment and thus result in improved performance and enhanced educational values from their work experience. The schedule for the week of orientation is included as Appendix B.

SPONSOR'S WORKSHOP

In order to enhance the learning opportunities for students and to acquaint sponsors' personnel with details of the total program, we hold a Sponsor's Workshop for supervisors of the pre-co-op students. This workshop is held the last day of Orientation Week. The workshop presents a detailed explanation of the program and panel discussions by both students and supervisors who have had experience in the pre-co-op phase. Ample time is allotted for questions and answers. The supervisors' workshop is an annual meeting to foster productive interaction between students, the College, parents, and sponsors who are involved with the program.

The May 1987 Workshop was attended by 38 representatives from 23 organizations. One of the workshop objectives is to afford the sponsor representatives and assigned students an opportunity to become acquainted and discuss the students' pre-co-op summer work assignments. The sponsors also have the opportunity of meeting the students' parents. We feel this is very beneficial and helps to reinforce the commitment of all parties to make the program a success. The 1988 Sponsors' Workshop is scheduled for Friday, May 6th.

PRE-CO-OP EXPERIENCE

The pre-co-op summer work experience is intended to give the young student an opportunity to obtain an early exposure to the world of industry and engineering. Sponsors provide technically oriented jobs for the student and assign an engineer or supervisor to act as the student's mentor. In a pre-co-op job, the young student gains a practical understanding of engineering. Assignments include engineering clerk, laboratory technician, or other engineering related activity. We have developed a pre-co-op handbook for use by the students which furnishes them general instructions about on and off-the-job conduct. We would like to share with you selected excerpts from the handbook to reflect our approach and beliefs as they relate to our efforts to prepare students to take their place in the industrial community.

FINANCIAL SUPPORT

Financial support is provided by our industrial sponsors. Students in the program receive a grant-in-aid scholarship in the freshman year amounting to $750 per quarter. For the six quarters of full-time study during the sophomore and junior years, $300 per quarter is provided to supplement the students' savings during co-op work periods. Grant-in-aid scholarships of $500 per quarter will be provided during the three quarters of full-time study in the senior year.

This totals $5,550 per student over the five years required to complete the program. It should be noted that students must receive a minimum 2.5 GPA on a quarterly basis before they qualify for funds. Sponsor accounts are charged only for those quarters during which the student qualifies academically. The only exception to this procedure applies to the student's first quarter in school as a freshman, as the student receives an initial $750 stipend to cover tuition and fees.

OUR SPONSORS PROVIDE THE FOLLOWING:

Pre-Co-Op Work Assignment

Students were available to start their pre-co-op assignment on Monday, June 8, 1987. It is hoped that the pre-co-op work assignment will expose these students to the practice of engineering through an assignment to a drafting room, a chemical or physical test laboratory, a maintenance crew, or other engineering related activity. Students of Group XV reported to campus for the two-week academic review session and Fall Quarter on Monday, September 7, 1987.

Regular Co-Op Work Assignments

After at least two quarters of satisfactory academic performance, students may start their regular co-op sequence. These assignments should reflect the student's increasing competence by reason of their academic progress, and the final two co-op assignments would be similar to those normally given to newly employed non-co-op engineers. Ideally, a pair of students would alternate so that a position would be filled throughout the year.

Underwriting Grant-In-Aid Costs

Each student is awarded a grant-in-aid of $5,550 over the five years, contingent on maintaining an academic record which will place him or her in the upper half of his or her class. The grant-in-aid is paid according to the following schedule:

First 3 Quarters (Freshman Year)	$750/Quarter =	$2,250
6 Quarters of Sophomore and Junior Year (years 2, 3, & 4 of the 5 required)	300/Quarter =	1,800
3 Quarters of Senior (5th) Year	500/Quarter =	1,500
Total		$5,550

Average annual cost to sponsor would be $1,110 over the five year program excluding co-op wages. Sponsors may provide the necessary funds in several ways; i.e. a lump sum grant, annual payments, or as funds are disbursed to students.

Note: As previously stated, UTK will begin the semester calendar in August 1988. At this time, there is no plan to increase the total amount of the grant-in-aid.

STUDENT RESPONSIBILITIES

In order to remain in the program and/or participate in the considerable benefits the program provides, students are required:

- to meet employer requirements in every aspect of the pre-co-op and regular co-op job assignments
- to complete satisfactorily assigned correspondence courses
- to participate in the orientation and academic review period and to perform all assignments in these programs satisfactorily
- to maintain at least a 2.5 GPA each quarter in college while taking at least 14 hours of work in the prescribed engineering curriculum. If they repeat more than four credit hours in any quarter, the student must achieve a 2.65 GPA for that quarter
- to be a worthy representative of UTK on and off the job and in and out of the classroom

UNIVERSITY CONTRIBUTIONS

The University's contribution to the success of the Minority Engineering Program consists of providing the instruction, physical facilities, and administration components. None of the resources made available to the program by sponsors is used for other than direct student support except by mutual and specific agreement.

The program is structured to assure close monitoring of the students' academic and work assignment performance. Counseling of students in the program is provided by staff on a continuing basis to assure that every student maximizes their potential to succeed in the study of engineering.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Penn State University

MAILING ADDRESS:

TELEPHONE: (814)

KEY CONTACT PERSON: Arthur Raymond McCord

ROLE/TITLE: Director, Minority Advanced Placement Program

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: Full

PROGRAM DESCRIPTION: This program was described as an advocacy agency that provides academic counselling and financial assistance for minority students.

Written descriptions of these programs have been promised.

NUMBER CURRENTLY INVOLVED: 300

WHO (RACES/GROUPS) ARE THEY: Black and other minorities

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS:

SOURCE(S) OF FUNDING:

PROGRAM COSTS:

ADDITIONAL COMMENTS:

F038/D12

More information to come!

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Georgia Southern College

MAILING ADDRESS: School of Education
Georgia Southern College
Statesborough, Georgia

TELEPHONE: (912) 681-5648

KEY CONTACT PERSON: Dr. Jack Miller

ROLE/TITLE: Dean of the College of Education

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: Georgia Southern has a program encouraging excellent junior and senior high school minority students in five school systems to enroll in the teacher education program at Georgia Southern. They plan to have 40-45 of these students every year. The first cohort is due to enter in the Fall. School districts have agreed to finance a part of the students' costs. Depending on the school district, they will give $200 to $1000 each year toward the student's expenses. They also agree to employ the student when he/she is graduated.

Georgia Southern is working on this program with counselors and parents through their regular recruiting system.

NUMBER CURRENTLY INVOLVED: Dean Miller plans to have 40-45 enrollees each year beginning in the Fall of 1988.

WHO (RACES/GROUPS) ARE THEY: All races and groups

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: They are not far enough along to have follow-up studies of this plan.

SOURCE(S) OF FUNDING: School systems giving each student $200 to $100 each year. The regular grants and forgiveable loans and a supplementary scholarship fund raised from private sources.

PROGRAM COSTS: The State has not funded the pilor at this time. Costs to the College are minimal.

ADDITIONAL COMMENTS: In promoting the program, Dean Miller says that one of the systems insisted that three of their students begin this past year before the beginning date of the project. These three persons have excellent test scores and have earned the first quarter grade point averages of 2.4, 3.1 and 3.4. Dean Miller is most pleased with these students. He reports that these students had the following financial packages. One got total financing; one received 75%; and another 50%. He perceives that not everyone of these students will get 100% financing of their college expenses. There will need to be some contribution from the families.

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PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Bethune Cookman College

MAILING ADDRESS: Daytona Beach, FL 32015

TELEPHONE: 904 255-1401

KEY CONTACT PERSON: Dr. Willie Bragg

ROLE/TITLE: Acting Chairperson Department of Education

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: ________

PROGRAM DESCRIPTION: This College has a state funded Teacher Education Institute which includes advisement and a one-on-one tutoring through the undergraduate years. Special inspirational speakers are provided through a professional development component. All majors meet in monthly seminars.

NUMBER CURRENTLY INVOLVED: She didn't want to give numbers

WHO (RACES/GROUPS) ARE THEY: Black

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Graduates are doing well in employment efforts

SOURCE(S) OF FUNDING: The state gives $200,000 per year

PROGRAM COSTS:

ADDITIONAL COMMENTS:

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: University of Illinois - Urbana - Champaign

MAILING ADDRESS: Urbana 61801

TELEPHONE: 217-333-0964

KEY CONTACT PERSON: Dr. Edie Terwilliger

ROLE/TITLE: Dean of the College of Education

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: ______

PROGRAM DESCRIPTION: Most of their programs are campus wide. The Presidential Awards Program attracts minorities with a 24 ACT score and with good grades. These students get a needs based grant. I understand that they have a process of examining what the student can pay and the University makes up the difference. There are 250 of these students on campus and 8 or 10 in the College of Education. There are 5 or 6 in Education from the Equal Opportunity Program. A Bridge Program offers remedial work in summers. Some scholarshiped grad students do recruiting and tutoring of minority students. A College of Education committee is studying minority recruitment and retention and the effects of the new 5 year program on minorities. Edie believes the only difference the 5 year program will have is that it will take 5 years of scholarships. Because of some faculty effort and some alumni support the University of Illinois minority graduate recruiting has been more successful than the undergraduate program.

NUMBER CURRENTLY INVOLVED: See above

WHO (RACES/GROUPS) ARE THEY: all minorities

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: The programs are rather general up to this point. Some successful minority students are finishing teacher education programs.

SOURCE(S) OF FUNDING: University budgets. EOP funds

PROGRAM COSTS:

ADDITIONAL COMMENTS: Dean Terwilliger would be interested in our findings.

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: New York State Department of Education

MAILING ADDRESS: Culture Education Center Room 3025
Albany, NY 12230

TELEPHONE: 518 473-6810

KEY CONTACT PERSON: Dr. Zelda Holcomb

ROLE/TITLE: Director of Teacher Opportunity Corps

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: New York has funded 9 college and university programs who have submitted proposals for minority teacher education recruitment and retention programs. These programs must be at the permanent certificate level and can be at graduate or undergraduate level. Both private and public universities were funded. Criteria required certain componants: curriculum to address the needs of "at risk" students, a consortium arrangement with a school system currently serving "at risk" students, advising, mentors, internships, counseling, tutoring, enrichment and financial aide.

NUMBER CURRENTLY INVOLVED: 9 universities

WHO (RACES/GROUPS) ARE THEY: Black, Hispanic, Native American Indian. If funds were available the programs might also serve non minority economic disadvantaged.

FOLLOW-UP PROCEDURES/ EVALUATION RESULTS: The program started September 1987. They are monitoring with site visits. Must make periodic written reports. There proposals had to have an evaluation component. Reports from this evaluation will be sent to the State.

SOURCE(S) OF FUNDING: New York State

PROGRAM COSTS: One million dollars

ADDITIONAL COMMENTS: Dr. Holcomb would like for us to send a report of our findings.

D. MARKETING AND PLACEMENT OF GRADUATES

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: Grambling State University

MAILING ADDRESS: P.O. Box 644
Grambling, Louisiana 71245

TELEPHONE: (318) 274-2772

KEY CONTACT PERSON: Dr. Joann Badzat

ROLE/TITLE: Director of Teacher Education Program

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT: ______

PROGRAM DESCRIPTION: Grambling incorporates several techniques for successful completion and placement of their teacher education students. The emphasis on retention is strengthened by the following:

a. Network of workshops - workshops are conducted daily (minimum 5 days a week) to improve test taking skills. The workshops are free and open to all students and persons outside the University interested in improving their test taking skills.

b. Restructured courses - grambling worked with consultants from ETS to identify the 72 competencies needed in the professional knowledge component of the NTE and restructured their education courses to address the competencies.

c. Test taking Days - two days a year (1 Fall, 1 Spring) were designated as test taking days. Every student on campus must take a test in his or her discipline. The College of Education uses a test of Professional Knowledge as a tracking system for progress. Cut-off

(OVER)

scores must be met before graduation.

d. Computer Lab - a computer lab is open daily from 8-5 for students to use in efforts of improving basic skills and competencies addressed on the NTE.

e. Recruitment Activities - 1) a centralized recruitment team which includes representatives from education travels statewide and beyond to encourage students to pursue education programs. 2) Faculty actively recruit in the high schools in conjunction with their teaching responsibilities. 3) Education representatives participate in various high schools' College Days and Career Day programs. 4) Education faculty volunteer to teach orientation classes. The orientation class is mandatory for all students at Grambling and faculty often have the opportunity to recruit students into the teacher education program.

f. Annual College of Ed. Picnic - Education students and faculty invite undecided majors and students who have identified an interest in education to an annual picnic.

g. State Incentives - $1,000 per year forgiveable loans and $1,000 per year tuition reduction are available to students planning to pursue teaching on a competetive basis (recommendation of principal; class rank, 3.0 min. GPA requirement)

h. Grambling Scholarships - Many scholarships including two which are totally supported by the College of Education Faculty.

i. Placement/Marketing - Traditionally, a Teacher's Fair is held twice a year, the first Friday in October and April. Personnel departments nationwide are invited to set-up booths and to interview prospective teachers for employment. Many representatives come with contracts for students to sign. Students are previously prepared for the interviews through workshops that emphasize resume preparation and interview techniques. Spring, 1986 involved 84 school systems nationwide with every geographic region being represented.

NUMBER CURRENTLY INVOLVED: 250 students admitted to teacher ed., 35-50 graduates per year.

WHO (RACES/GROUPS) ARE THEY: 99% black

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: NTE scores have significantly improved.

SOURCE(S) OF FUNDING: All time is volunteer by education faculty.

PROGRAM COSTS:

ADDITIONAL COMMENTS:

F038/D12

PROGRAM DESCRIPTION FORM
MINORITY RECRUITMENT

NAME OF INSTITUTION/AGENCY: N.C. Department of Public Instruction

MAILING ADDRESS: Applicant/Vacancy Clearinghouse
(See attachment)

TELEPHONE: (919) 733-4736

KEY CONTACT PERSON:

ROLE/TITLE:

TIME (%) DEVOTED TO MINORITY RECRUITMENT EFFORT:

PROGRAM DESCRIPTION: Applicant/Vacancy Clearinghouse to match educators seeking positions with openings.

See Attachment.

NUMBER CURRENTLY INVOLVED: ____________________

WHO (RACES/GROUPS) ARE THEY: All groups/races

FOLLOW-UP PROCEDURES/
EVALUATION RESULTS: Too early for results to be clear.

SOURCE(S) OF FUNDING: State of North Carolina.

PROGRAM COSTS: ____________________

ADDITIONAL COMMENTS: ____________________

F038/D12

1988
NORTH CAROLINA APPLICANT/VACANCY CLEARINGHOUSE FOR CERTIFIED PUBLIC SCHOOL PERSONNEL

The Applicant/Vacancy Clearinghouse is a service of the North Carolina Department of Public Instruction to assist local school systems in locating qualified applicants and help persons certified in North Carolina find jobs.

APPLICANTS

Prospective public school employees should complete the attached placement form and return it to the Department of Public Instruction. Directions for completing the form are on the back of this page. Applicants' names will be placed on the Clearinghouse system only if they hold a valid North Carolina certificate or if the process is completed for issuing a certificate. When completing the form, only one telephone number and address should be listed where the applicant may be contacted for employment.

SCHOOL SYSTEM VACANCIES

Local school systems conduct computer searches to locate candidates with appropriate certification who have indicated a willingness to work in that school system's geographic area of the state. Local school systems access the computerized certification file and contact those candidates they want to file applications. The Department of Public Instruction does not maintain a list of vacant positions in the local school systems.

APPLICANT RESPONSIBILITIES

It is very important that applicants notify the Clearinghouse when accepting employment. Applicants failing to notify us will remain on the applicant file and their names will continue to be disseminated to local school systems. Persons who register to use the Clearinghouse service are expected to file applications and attend interviews if contacted by local school systems in the geographic area where they have indicated a willingness to work. Failure to file applications and attend interviews may result in permanent exclusion from using the Clearinghouse service. The names of applicants will remain in the Clearinghouse file until they accept employment or until at least December 31 of the current year unless they were entered after June 30, in which case they will remain until December 31 of the next year. Persons who want their names on the applicant availability file for another year must file another placement form. Certified persons working in a N. C. public school system during any part of the current year must reapply after January 1 in order to have their name placed on the applicant availability file for the next year.

APPLICANT/VACANCY CLEARINGHOUSE
DIVISION OF TEACHER EDUCATION
N.C. DEPARTMENT OF PUBLIC INSTRUCTION
EDUCATION BUILDING, ROOM 167
RALEIGH, NORTH CAROLINA 27603-1712

TELEPHONE: (919) 733-4736

DIRECTIONS FOR COMPLETING 1988 PLACEMENT FORM

Read the directions carefully and record all requested information on the Personnel Placement form. Type or print information legibly and correctly. An incorrect social security number will not match with the certification file and you will not be placed on the applicant file. Other incorrect information may result in missed employment opportunities.

SECTION I - Print or type your complete name.

SECTION II - Record your social security number.

SECTION III - List only one address where you can be contacted. If you do not have a permanent address, list one of a relative or friend who can contact you.

SECTION IV - List only one phone number where you can be contacted. If you do not have a permanent phone number, list a number of a relative or friend who can contact you.

SECTION V - Circle only one of the two-digit codes indicating the type of employment wanted. Be sure you have proper North Carolina certification for this type of employment. If you are certified in more than one area and want to be considered for any job for which you are certified or if you are looking for a job that does not fit in any other category, circle code 10, "No Preference or Other Type Position."

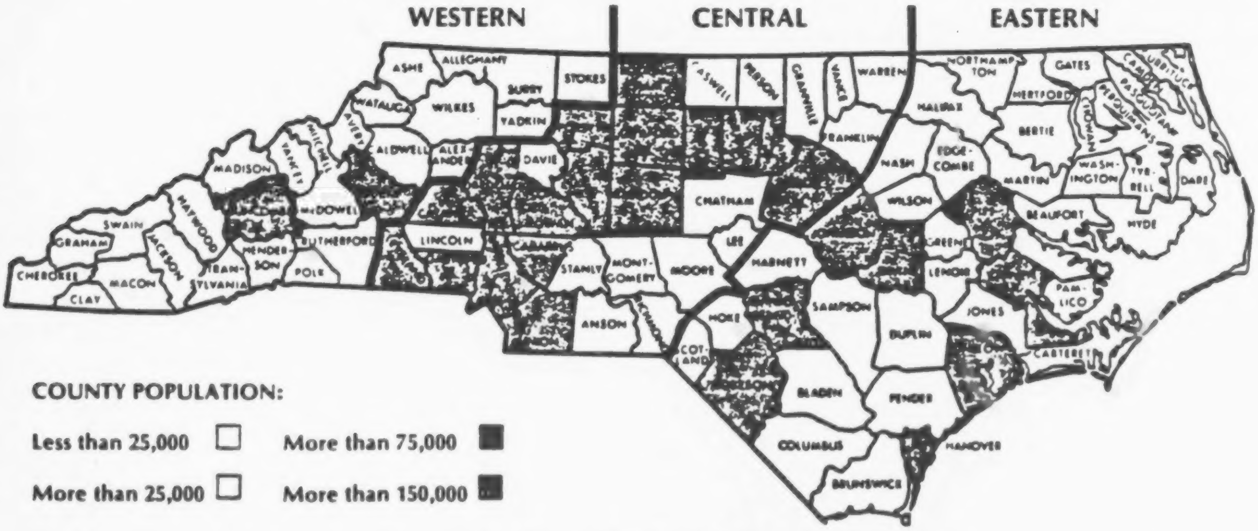
SECTION VI - Complete either PART A or PART B under this section, but not both.

PART A - If you are only interested in working in certain counties, list the three-digit codes of up to nine counties where you would accept employment. If you are only interested in working in one or two counties, list only the codes for those counties. (See map and listing of county codes below.)

PART B - If you did not mark PART A under this section, circle only one of the two-digit codes indicating the area of the state and population of the counties where you would accept employment. The map below shows the counties in the western, central, and eastern parts of the state. The counties are shaded to identify their population ranges. For example, if you circled code 22 (counties of more than 25,000 in central N. C.) you will be considered for employment in all school systems in central N. C. counties with a population above 25,000. Study the map before selecting the area of the state and/or population of the counties where you would accept employment. Do not indicate a willingness to work in geographic areas other than those where you would seriously consider job opportunities. You are expected to file applications and attend interviews in all school systems that contact you.

SECTION VII - You must sign and date the Placement Form before returning it.

NORTH CAROLINA GEOGRAPHIC AREA AND COUNTY POPULATION MAP


WESTERN
CENTRAL
EASTERN
ASHE
ALLEGHANY
SURRY
STOKES
CASWELL
PERSON
GRANVILLE
VANCE
WARREN
NORTHAMPTON
GATES
CURRITUCK
CAMDEN
PASQUOTANK
PERQUIMANS
CHOWAN
HERTFORD
WATAUGA
WILKES
YADKIN
AVERY
MITCHELL
YANCEY
MADISON
CALDWELL
ALEXANDER
DAVIE
HALIFAX
FRANKLIN
BERTIE
NASH
EDGECOMBE
MARTIN
WASHINGTON
TYRRELL
DARE
McDOWELL
HAYWOOD
SWAIN
GRAHAM
JACKSON
CHEROKEE
MACON
CLAY
TRANSYLVANIA
HENDERSON
POLK
RUTHERFORD
LINCOLN
CABARRUS
STANLY
MONTGOMERY
MOORE
CHATHAM
LEE
HARNETT
WILSON
GREENE
LENOIR
BEAUFORT
HYDE
PAMLICO
JONES
CARTERET
ANSON
RICHMOND
HOKE
SCOTLAND
ROBESON
SAMPSON
DUPLIN
BLADEN
PENDER
COLUMBUS
BRUNSWICK
HANOVER
COUNTY POPULATION:
Less than 25,000 ☐
More than 25,000 ☐
More than 75,000 ■
More than 150,000 ■

NORTH CAROLINA COUNTIES AND CODES

010—Alamance
020—Alexander
030—Alleghany
040—Anson
050—Ashe
060—Avery
070—Beaufort
080—Bertie
090—Bladen
100—Brunswick
110—Buncombe
120—Burke
130—Cabarrus
140—Caldwell
150—Camden
160—Carteret
170—Caswell
180—Catawba
190—Chatham
200—Cherokee
210—Chowan
220—Clay
230—Cleveland
240—Columbus
250—Craven
260—Cumberland
270—Currituck
280—Dare
290—Davidson
300—Davie
310—Duplin
320—Durham
330—Edgecombe
340—Forsyth
350—Franklin
360—Gaston
370—Gates
380—Graham
390—Granville
400—Greene
410—Guilford
420—Halifax
430—Harnett
440—Haywood
450—Henderson
460—Hertford
470—Hoke
480—Hyde
490—Iredell
500—Jackson
510—Johnston
520—Jones
530—Lee
540—Lenoir
550—Lincoln
560—Macon
570—Madison
580—Martin
590—McDowell
600—Mecklenburg
610—Mitchell
620—Montgomery
630—Moore
640—Nash
650—New Hanover
660—Northampton
670—Onslow
680—Orange
690—Pamlico
700—Pasquotank
710—Pender
720—Perquimans
730—Person
740—Pitt
750—Polk
760—Randolph
770—Richmond
780—Robeson
790—Rockingham
800—Rowan
810—Rutherford
820—Sampson
830—Scotland
840—Stanly
850—Stokes
860—Surry
870—Swain
880—Transylvania
890—Tyrrell
900—Union
910—Vance
920—Wake
930—Warren
940—Washington
950—Watauga
960—Wayne
970—Wilkes
980—Wilson
990—Yadkin
995—Yancey

1988
NORTH CAROLINA PUBLIC SCHOOL PERSONNEL PLACEMENT FORM

I. NAME: ________________/________________/______________/________________
First / Middle / Maiden / Last

II. SOCIAL SECURITY NUMBER: ☐☐☐–☐☐–☐☐☐☐

III. ADDRESS WHERE YOU MAY BE CONTACTED: (List Only One)

______________________________/______________/__________/________
Street or PO Box / City / State / Zip

IV. ONE PHONE NUMBER WHERE YOU MAY BE CONTACTED: (   ) ______-________

V. TYPE OF EMPLOYMENT WANTED: (Circle Only One Number)

01 Regular Classroom Teacher
02 Exceptional Children Teacher
03 Vocational Education Teacher
04 Media/Librarian
05 Counselor, Psychologist or Social Worker
06 Principal or Assistant Principal
07 Supervisor/Director/Coordinator
08 Superintendent
09 Assistant/Associate Superintendent
10 No Preference or Other Type Position

VI. AREA OF STATE WHERE YOU WOULD ACCEPT EMPLOYMENT: Complete either PART A or PART B, but not both.

PART A - If you are only interested in working in certain counties, list the three-digit codes of up to nine counties where you would accept employment. (See attached map and list of county codes.)

☐☐☐ ☐☐☐ ☐☐☐ ☐☐☐ ☐☐☐ ☐☐☐ ☐☐☐ ☐☐☐ ☐☐☐

PART B - If you did not complete PART A above, circle only one of the two-digit codes below indicating the area of the state and/or population of counties where you would accept employment. If you responded to PART A, leave this section blank. (See attached map.)

AREA OF STATE	POPULATION OF COUNTIES			
	MORE THAN 75,000	MORE THAN 25,000	LESS THAN 25,000	ANY SIZE
WESTERN NC	11	12	13	14
CENTRAL NC	21	22	23	24
EASTERN NC	31	32	33	34
ANYWHERE	91	92	93	94

VII. SIGNATURE:X______________________________________**DATE:**___/___/___

I HEREBY AUTHORIZE RELEASE OF MY NAME AND ALL CERTIFICATION RECORDS, INCLUDING NATIONAL TEACHER EXAMINATION SCORES, TO NORTH CAROLINA PUBLIC SCHOOL SYSTEMS FOR POSSIBLE EMPLOYMENT.

MAILING INSTRUCTIONS:

Tear off this form and fold it along lines on back. Use a small piece of tape to seal. (Do not staple.) Apply first-class postage stamp.

APPENDICES

PAPERS OF INTEREST

This section contains four papers which were used by the Study Group and should be in the hands of Task Force members and other readers. The first attachment is the draft report of the literature search conducted as a Phase I activity preliminary to this report. The second attachment; "Information On Strategies To Increase Minority Representation In The Education Profession" prepared by Research For Better Schools, Inc. contains useful program summary information. The third document, "Recruiting Black Teachers: An Agenda For Black Colleges and Universities" by S. L. Ansah is both thought-provoking and informative. The fourth paper describes a comprehensive model for recruitment and retention of minority students conceptualized and now in early implementation at the University of Kentucky.

DRAFT REPORT

Minority Recruitment in Teacher Education:
A Search of the Literature

A joint project of the Appalachian Educational Laboratory
and the Tennessee Association of Colleges of Teacher Education

Prepared on February 22, 1988, by Suzanne C.Hopkins,
Graduate Research Assistant, Bureau of Educational Research
and Services, University of Tennessee at Knoxville

Predictions are by the year 2000 one of three Americans will be a member of a racial minority. California is already experiencing a minority majority. Out of the twenty-five largest school systems in California, twenty-three enroll a majority of minority students (A Nation Prepared, 1986). The disturbing fact is that as the student minority population increases, the teaching minority population is decreasing at alarming rates. Current literature points to three reasons why more black adults are not entering the teaching profession. One factor is that the black education students are failing to pass competency-based assessment tests (most specifically the NTE). Nationally, the success rate on standardized tests for blacks planning to enter the teaching profession is 26 percent in comparison to the white population success rate of 86% (Cooper, 1986). Another reason cited for the lack of minority teachers is that now there are other fields and occupations minorities can enter; whereas, teaching used to be the only occupation they could enter and attain social status (Webb, 1986). The last reason for the low percentage of minorities graduating from college with a teaching degree is that colleges and universities are not vigorously recruiting minorities into the profession (Webb, 1986).

What can be done to combat the decline in the number of minority teachers in our schools? Houston, Texas, has implemented a magnet high school to encourage and cultivate college-bound students for careers in education. Students are recruited from the greater Houston area for the High School for the Teaching Professions based on previous academic performance, conduct, attendance, and a desire to teach. The 150 students in the four year program are white, black, and Hispanic. The primary goal of the school is to "make teaching attractive to talented students of various ethnic and socioeconomic backgrounds." The inner-city school which houses this magnet school within its walls is 87% Hispanic. Austin High School was chosen mainly because of its minority population and the fact that statistics show college attendance by Hispanics is low, and there is a increasing demand for bilingual teachers. The first class will be graduated from college in 1990 and Houston is anxious to learn what grade the High School for the Teaching Professions received (Spuck, 1987).

Another magnet school is a collaboration between Queens College, the New York City Board of Education, and Louis Armstrong Middle School. "The program's success can be seen in rising student achievement, improved attendance, increased interest in academic high school studies, and in the growing number of applications the school receives each year." This program is targeted at grades 5-8. The additional faculty at Louis Armstrong is composed of student teachers from the College, Counseling education interns from the College, and often College administrators (A Nation Prepared, 1986).

Another program that is encouraging minorities to strive for excellence in education is Mathematics, Engineering and Science Achievement (MESA). To be selected for the program, a student must be in the eighth or ninth grade and have completed Alegebra I and be enrolled in a math course. Ninety percent of the MESA participants enter college. "Among minority women high school graduates who participate, five times as many plan to become engineers as their non-MESA counterparts" (A Nation Prepared, 1986.)

Atlanta, Georgia, is also involved in a program to increase the number of minorities and low-income students entering science and technical careers. Its program, The Saturday Science Academy, enrolls students in grades 3-8 on ten Saturday mornings. Specialists and college professors lead the 50 minute sessions with a maximum of five minutes lecturing and the remainder of the class devoted to "hands-on" activities. As part of the Atlanta University Resource Center for Science and Engineering, a summer camp is sponsored for high school juniors and seniors who plan to pursue careers in science and technology. All of the 289 participants from 1979-1982 are attending college. The Summer Enrichment Program in the sciences offers 30 college juniors and seniors studies that are not available on their own campuses (A Nation Prepared, 1986).

The National Executive Service Corps is developing a program to intice retired military and industry personnel with strong math and science backgrounds to serve as full-time teachers in public schools educating minorities. The program hopes to engage minority retirees to serve as teachers as well as role models. Other programs are inviting black and Hispanic engineers, mathematicians, and scientists to work with small groups or individual students in the public schools (A Nation Prepared, 1986).

Another way universities are encouraging minorities to enter the teaching field is allowing college students to work as tutors in schools of low-income students. The optimum situation is a minority college student tutoring in a minority school. This may reap double benefits in that the tutor realizes that he/she may want to become a teacher as well as serving as a role model for the younger student. California gives college work-study funds to students who serve as tutors in the public schools (A Nation Prepared, 1986).

The "Work-Earn-Learn" program instituted at the University of Houston employs college juniors and seniors as substitute teachers. Freshmen and sophomores are employed as teacher aides in public schools as a way of providing financial support and practical experience. This effort is to develop and cultivate an interest in teaching and to prevent attrition, a prevalent problem in minority students (Flaxman, 1987).

In an attempt to better prepare black teachers to pass the competency tests and enter the teaching profession SREB developed a plan. The Southern Regional Education Board's (SREB) project objectives are to: (1) train faculty in three black colleges who can train others in their school, (2) improve the performance of black students on the NTE, and (3) increase the pool of minority public school teachers locally, regionally, and nationally. The black colleges selected to participate in the 1984-85 through 1986-87 project were Coppin State College in Baltimore, South Carolina State College in Orangeburg, and Southern University in Baton Rouge (Cooper, 1986).

The two programs that have been successful in recruiting minorities are the V.A.U.L.T. and COP projects. Webster College in St. Louis, Missouri, developed Veteran's Accelerated Urban Learning for Teaching (VAULT) in 1968-69 to employ armed force veterans (primarily blacks) to teach students in the ghetto schools. After two and a half years of completing specific college courses the participant received a Bachelor of Science degree and certification in Elementary Education. The group began its studies with 30 blacks, 10 whites, amd 2 Hispanics. The conclusions of the project were not mentioned in this document. The financial backing of this project was provided by the Danforth

Foundation. The document states that similar programs are being considered or are underway at UCLA, Temple University, National Teachers College in Washington, and University of Chicago (Veteran's Accelerated Urban Learning for Teaching, 1969).

The other project, Career Opportunities Program, was developed in Philadelphia, Pennsylvania, in 1975. Career Opportunities Program (COP) served low-income persons, primarily blacks who had no other means to enter the teaching profession. The three goals of the project were to : (1) encourage capable persons into teaching, (2) improve opportunities of the poor, (3)"and establish productive career lattices for COP recruits." To be admitted to the program, the student must be a resident in a low-income Philadelphia area, have earnings in the lower income scale (as defined by the Office of Economic Opportunity), and possess a desire to teach. Not only did the project yield a baccalaureate degree and teacher certification, as a part of its curriculum students received extensive practicum experience throughout their education. COP had mediocre results due to the forty percent dropout rate. However, 39% of all students/trainees graduated from college with teacher certification and eighty percent of those are currently employed as teachers in Philadelphia (Scheiner, 1975).

Recruiting minority students requires action on the part of all teachers- beginning in the elementary school and continuing through post-graduate work. In a 1980 conference designed to address problems of black public school teachers, recruitment of future minority teachers were suggested.

Suggested Recruitment Techniques

1. High school visitation
2. Junior high school visitation and use of the buddy system
3. Alumni contact
4. Visitation Day - invite high school students to campus
5. Invite high school counselors to campus defraying all costs to the individual
6. Use students as recruiters
7. Utilize media as a recruiting vehicle
8. Allow high school students to attend college classes while continuing high school
9. Secure and make use of test results listings by all testing agencies
10. Develop recruitment modules prepared by various departments
11. Use non-traditional measures or evaluation in recruiting (not merely testing) (Witty, 1980)

More new and innovative methods must be employed to recruit and retain minority students into the teaching profession. As this country approaches an increasing minority population, it must challenge minority students to pursue an education degree. Waiting until the college years to entice persons into teaching is too late. Efforts to recruit minority teachers need to begin in the formative years by exposing student to minority teachers as role models and availing the students to every opportunity to experience minorities in the profession (media portraying black teachers, minority resource persons as guest speakers, college campus visitations). If efforts to graduate quality minority teachers fail, not only will this generation's potential be lessened, but also future generations of teachers will be lost forever.

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INFORMATION ON STRATEGIES
TO INCREASE MINORITY REPRESENTATION
IN THE EDUCATION PROFESSION

prepared for

Office of Communications and Special Projects
Maryland State Department of Education

by

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

October 19, 1987

The work upon which this document is based was funded by the Office of Educational Research and Improvement (OREI), U.S. Department of Education. The opinions expressed in this document do not necessarily reflect the position or policy of the OERI, and no official endorsement by the OERI should be inferred.

I. Secondary School Recruitment Initiatives

The predominant number of minority recruitment programs are focused on developing high school student interest in education as a possible career and on recruiting them for a college or university education degree program.

A. Strategies

1. Career Exploration Programs

At the secondary school level, the objective of career exploration programs is to expose middle and high school students to a variety of careers, education being one. Such programs sponsor Career Awareness Days, provide information about careers and what is required to enter them, and invite speakers to present to students concrete descriptions of what it is like to pursue specific careers.

2. Education Clubs

In addition to career exploration-type activities, education clubs invite students to participate in the teaching process by serving as tutors and teachers' aides, thus providing a more in-depth experience of the life of a teacher. Also, through club activities, the students can develop peer support and recognition that fosters even stronger interest in education as a career.

3. College level courses and related activities

Colleges and universities develop relationships with the local school systems in order to interest students in teaching careers. These public school/college relationships facilitate presentations by a college recruitment officer, counseling of individual students, or the actually offering of college-level education courses to secondary school students.

4. Fiscal incentives

Fiscal incentives can serve as an important incentive, particularly in the recruitment of minority students. These may take the form of scholarship or forgiveness loans. Providing scholarships and forgiveness loans plays a key role in retaining the interest of bright students without the funds to attend college.

B. Examples

Programs 1 through 6 represent state initiatives related to the strategies, programs 7 through 10 represent other approaches.

1. South Carolina's Teacher Cadet Program, is built around a course, "Introduction to Teaching," that is offered in each of the participating high schools. The course is based on a curriculum developed under state department leadership, and it provides students with observation and teaching experience. Faculty from both the high schools and colleges can be involved in presenting the course.

   Students who wish to enroll in the Teacher Cadet Program must meet three qualifications: they must be enrolled in the college preparatory courses and performing well in them, they must be ranked in the top 25 percent of their class, and they must be recommended by three of their teachers.

   Currently, the Teacher Cadet Program is in 55 high schools, and involves over 1,000 students, 38 percent of which are minority. When last year's students were polled, 31 percent indicated their intention to go into teacher education. The South Carolina Center for Teacher Recruitment is planning a national meeting April 21-22, 1988 at Hilton Head Island, to introduce the idea of the Teacher Cadet Program to anyone who may be interested in undertaking a similar program.

   For more information, contact:

   John Norton
   South Carolina Center for Teacher Recruitment
   105 Withers Avenue
   Rock Hill, South Carolina 29733
   (803) 323-4032

2. The Florida State Department of Education supports four programs which together involve all four strategies.

   First, the State Department has been promoting the development of "Future Education in America" clubs. There are now 324 clubs within the state. Participation in the club not only includes discussion of teaching as a career, but actual participation in teaching activities, such as tutoring and serving as teachers' aides.

   Second, Florida has a similar program for 4th, 5th and 6th grade students called "Teachers of Tomorrow's Schools" (TOTS). At this level, students act more as teacher aides than as tutors. Staff report that the children are proud of their involvement in the club. They say that the students' enthusiasm is also reinforcing for teachers in those schools.

   Third, Florida's Commissioner of Education has proposed that the State Department employ a recruitment officer. This individual's job will span several recruitment levels, working with school district personnel to interest high school students in teaching careers to providing a better liaison between schools and colleges, and colleges and the State Department of Education. The officer will be focusing on minority recruitment.

Fourth, the State of Florida supports the "Chappie James" Most Promising Teacher Scholarship Loan, for public high school seniors interested in pursuing a career in education. Students apply during their senior year of high school. They must be both recommended and in the top 25 percent of their class. The "scholarship loan" provides $4,000 per academic year for all four years of a college program in education. If the student teaches in Florida for four years after college, the loan is considered a scholarship. If not, students must repay the loan. Presently, one scholarship is awarded per high school, with approximately 15 percent of the awards going to minorities. The Commissioner has proposed to increase the scholarships to two per high school, with one exclusively for minority students.

For more information, contact:

Sherry Thomas
Office of Teacher Recruitment and Retention
Department of Education
Knott Building
Tallahassee, Florida 32301
(904) 488-6503

3. Representative of the first strategy, the State of Georgia requires a Career Orientation Program in its 186 school systems, which includes orientation to careers in education. The Department is in the process of developing a videotape, designed specifically for Georgia schools, to use for recruitment of teachers.

   For more information, contact:

   Linda Jordan
   Consultant for Teacher Recruitment
   Division of Staff Development
   Office of Planning and Development
   1858 Twin Towers East
   Atlanta, Georgia 30334
   (404) 656-4339

4. The State of North Carolina runs a "Teacher Recruiter" program in its high schools, another example of the first strategy. This program selects a teacher to act as recruiter in his or her school. The main job of these recruiters is to identify high achieving and able students and provide them information about careers in education. The program has also led to the building of more positive peer support among teachers, as they work to promote their profession.

At the middle school level, where the high school recruiters work with middle school counselors to promote the early recognition of teaching as a career, there is an emphasis on minority recruitment. Speakers are brought in from teacher education programs who discuss teaching careers, the scholarship money available, and the course requirements for such programs.

For more information, contact:

Gail Dionne
Teachers Recruitment Office
Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603
(919) 733-4736

5. The State of Connecticut developed, in 1985, the Minority Advancement Program (MAP) to ensure minority and ethnic representation in higher education. It has three components, the last of which addresses the goal of increased minorities in education.

   - Component #1: Minority incentive grants are awarded by the state to colleges/universities based on the number of minority students they recruit and retain. The awarded money is put back into the recruitment program of the college to further increase this pool.

   - Component #2: Incentive grants are also awarded to colleges/universities based on the number of minority faculty they hire and retain. The grant money is used for staff development purposes.

   - Component #3: CONNCAP (Connecticut Collegiate Awareness Program) is a school/college partnership program modeled after the federal "Upward Bound Program." The program started in 1986, and is designed to identify minority students both with college potential and with interest in education as a career. The program currently operates in New Britain, Waterbury, Norwalk, Hartford, and Middletown, Connecticut.

For more information, contact:

Delores Graham, Director
Office of Educational Opportunity
Department of Higher Education
61 Woodland Street
Hartford, Connecticut 06145
(203) 566-4299

6. New York State legislature has appropriated $1 million for the "Teacher Opportunity Corps" which provides grants to colleges for

programs designed to increase the number of minority students enrolled in teacher preparatory programs.

For more information, contact:

Sam Walton
Chief, Bureau of Professional Career
  Opportunity Programs
New York State Department of Education
Culture Education Center, Room 3025
Albany, New York 12230
(518) 473-6810

7. Benedict College, a black college in Columbia, South Carolina, has developed a Minority Access to Education (MATE) program. This program is aimed primarily at the state's eight rural school districts where there is the greatest concern about recruiting quality teachers. Working with those districts, the program identifies minority students of high quality who might be interested in education. It provides those students with summer programs that help them to explore more fully a career in teaching and to prepare for college-level work. For students who qualify, there are funds for loans to help them pay for a college education. The costs of the MATE program are covered, in part, by a grant under South Carolina's Educational Improvement Act.

   For more information, contact:

   Mrs. Naomi Dreher
   Department of Education
   Benedict College
   Harden and Blanding Streets
   Columbia, South Carolina 29204
   (803) 253-5340 or 253-5235

   For more information contact:

   John Norton
   South Carolina Center for Teacher Recruitment
   105 Withers Avenue
   Rock Hill, South Carolina 29733
   (7803) 323-4032

8. The School of Education at Georgia Southern College is piloting a program in cooperation with five or six school districts to help those districts increase the number of able black teachers on their staffs. The program has four components. First, local school staff identify promising black juniors and seniors. Second, district and college staff, along with college students, meet with the identified students to explain the benefits of being educated as a teacher and of returning to one's home district to teach. Third, for interested students, the college provides an assessment of learning strengths and weaknesses and instructional

help, while they are still in high school. Finally, the college assembles a package of financial assistance to help students go to college, and the districts commit themselves to help students pay off loans assumed for each year that the student teaches in one of the cooperating districts.

For more information, contact:

Jack Miller, Dean
School of Education
Georgia Southern College
Statesboro, Georgia
(912) 681-5648

9. Bellarmine College, Louisville, Kentucky, is involved in an "Advanced Credit Program," where college faculty and district principals work together to identify college-level education experiences that can be handled by high school students. With respect to teacher education, they have designed a course entitled "Introduction to Teaching" (see Howard, A. and Serra Goethals, M. (1985). "Introducing Talented High School Students to Teacher Education", Phi Delta Kappan, 66: 511-512). It provides high school students an opportunity to test their interest in pursuing an education degree.

10. The University of Wisconsin-Milwaukee School of Education and the Milwaukee public high schools have developed "The Future Teachers" clubs. These clubs incorporate career awareness activities, experience helping teachers, and exposure to college education programs. As a result of the program's success, the Wisconsin State Department of Public Instruction is exploring how it might encourage the development of similar programs throughout the state (cited in Post, L.M., and Woessner, H., (Spring, 1987) "Developing a Recruitment and Retention Support System for Minority Students in Teacher Education", Journal of Negro Education, 56: 203-211).

For more information, contact:

Lond Rodman, Director
Bureau for Teacher Education, Licensing
and Placement
Department of Public Instruction
P.O. Box 7841
Madison, Wisconsin
(608) 266-1879

II. Recruiting from Other Populations

In addition to programs aimed at recruiting secondary school students, there are programs (much fewer in number) aimed at recruiting other persons to the field of education. These are targeted to such populations as liberal arts students, community college students, and college graduates who are interested in changing careers.

A. Strategies

Programs aimed at community college and undergraduate liberal arts students use recruiting strategies that reflect the four used to recruit high school students. Programs aimed at college graduates include: an on-the-job training component that enables participants to continue to earn an income. Of the four examples, only one is targeted to minority recruitment--the one that focuses on community college students. The others suggest general models that could be used to recruit minorities.

B. Examples

1. The State of Pennsylvania's Teacher Intern Program is designed to enable persons with a baccalaureate degree to enter the teaching profession. The program is conducted in cooperation with 38 universities across the state. It enables participants to be a teacher intern in a school district, at the same time they are completing the requirements for certification. (This program is not specifically targeted for increasing minority participation, but does provide a model of a state program for recruiting persons interested in making a career change.

   For more information, contact:

   Theona Waxbom, High Education Associate
   Division of Teacher Education
   Pennsylvania Department of Education
   333 Market Street
   Harrisburg, Pennsylvania 17126-0333
   (717) 787-3470

2. The New Jersey Department of Education has initiated a Provisional Teacher Program that places liberal arts graduates in the classroom as interns, working toward certification.

   For more information, contact:

   Donna Chmara, Coordinator
   Provisional Teacher Program
   Office of Teacher Preparation
   New Jersey Department of Education
   225 West State Street
   Trenton, New Jersey 08625
   (609) 984-6377

3. Virginia Commonwealth University has initiated activities to recruit students from the community college population. Community College programs already contain a large minority population, often with no clear graduation goals. Their two-year degrees can be applied to a four-year institution's program (see Reed, F. (1986) "Wanted: More Black Teacher Education Students," *Action in Teacher Education*, 8: 31-36).

4. Harvard University has initiated in its College of Liberal Arts a program to promote teaching as an entry-level job, not a life-time career (see Murphy, T. (1987) "Attracting Talented Students to Teaching," *Harvard Educational Review*, 57: 182-186).

III. Institutes of Higher Education Retention Initiatives

Successful recruitment of minority students to enter a college or university program is only one step. A second step is to retain them in that program. This step was not a particular topic addressed in our search; however, staff at The College Boards provided a summary of strategies to improve minority student access and retention (see Christoffel, P., October 1986) "Minority student access and retention: A review. Research and Development Update. New York: The College Board.) Among the strategies that the review discusses are:

- pre-freshman orientation efforts
- diagnostic test of student skills and related preparation programs
- academic counseling, including faculty advisors
- career counseling, including job placement services
- peer group counseling, tutoring, and other support activities
- minority students needs assessments with follow-up
- efforts to increase minority participation in student activities
- summer academic enrichment programs
- visible programs to recruit minority students and faculty.

In summarizing the review, Christoffel notes:

> "There are few new strategies. Most ideas, activities, and programs have been tried somewhere at least once and probably have been the subject of a journal article. What does seem apparent is that successful programs occur at institutions that make a campus-wide commitment to improve themselves as they improve their students."

IV. Placement and Recruitment Initiatives

Successful completion of an education degree program is the second step. The next is placement from the college's perspective or recruitment from the LEA's perspective.

A. Strategies

The first two sections highlighted examples of school-college partnerships that make placement of students completing an educational program a integral part of that partnership. The College Board review notes the importance of career counseling and placement as a retention strategy for college programs. To these strategies, there could be added career fairs and teacher clearinghouses as activities to help graduates find districts/schools with open staff positions and visa versa.

B. Examples

1. The State of Florida's Teacher Referral and Recruitment Center has organized an annual education career fair called "The Great Florida Teach-In." This fair takes place in Orlando and attempts to recruit new teachers to the state through nationwide advertising prior to the fair. Booths provide information on certification processing, on positions available in all the Florida counties, and even on real estate available for those who may want to move to Florida from out-of-state. The staff stated that while great effort was made to attract minority populations to the fair through advertising, only a small number of minorities have attended.

   For more information, contact:

   Sherry Thomas
   Teacher Referral and Recruitment Center
   Department of Education
   Tallahassee, Florida 32301
   (904) 488-6503

2. New York State Legislation will establish a Teacher Career Clearinghouse by April 1988. The design of the clearinghouse is still under development.

   For more information, contact:

   Vincent Gazetta, Director
   Division of Teacher Certification
   Cultural Education Center, Room 5A11
   New York State Department of Education
   Albany, New York 12230
   (518) 474-6440

V. Retaining and Fostering the Development of New Teachers and Other LEA Staff

Having successfully placed/recruited a graduate of a teacher education program, minority or otherwise, there remains the task for the LEA to create the conditions that will both retain those teachers and foster their development.

A. Strategies

This task was not a deliberate topic of the search; however, three strategies are worthy of note. The first two are general strategies applicable to all teachers; the third helps school staff to advance within the system.

1. Teacher induction programs. A number of districts and states are undertaking efforts to strengthen the quality of support new teachers receive on the job--support for both the purposes of improving new teacher performance and reducing new teacher attrition. (For a detailed discussion of the topic, see Perspectives on Teacher Induction: A Review of the Literature and Promising Program Models and Current Practices in New Teacher Development in Maryland-1986-1987, both of which are available from the Maryland State Department of Education).

2. Incentives for continuing in teaching. The question of incentives for teachers to continue in the profession has been a subject of numerous articles and reports. In a review of research on teaching and of related literature, Susan Rosenholtz concluded, for example:

   - teachers who do not experience success with students tend to leave teaching

   - teachers who find their working conditions to affect negatively their performance (e.g., lack of opportunity for professional growth and development, inadequate preparation time, conflicts with principals or colleagues, and failure to deal effectively with students' misbehavior) tend to leave teaching

   - teachers cite salary as a contributing factor to their leaving; but they generally subordinate it to factors that influence their success with students

   - intrinsic satisfaction of working with students are more likely to motivate teachers than extrinsic rewards

   - teachers become most effective in settings that foster collaborative analysis and experimentation

- isolation from fellow teachers and an absence of administrative support are the greatest impediments to learning to teach (Rosenholtz, S.J. (October, 1984.) Political myths about reforming teaching. Denver, CO: Education Commission of the States).

3. Development of new teachers out of the ranks of paraprofessionals. LEAs, using this strategy, are helping paraprofessionals who frequently are minorities to develop into fully-certified teachers.

B. Examples

1. The New York City Board of Education has operated a Paraprofessional Career Program for 15 years. The purpose of the program is to encourage paraprofessionals to continue their education, with the support of the Board of Education. (Paraprofessional are defined as anyone working in the classroom, assisting a teacher in any subject area, K-12; state requirements for a paraprofessional are a minimum of a high school diploma and six college credits in a subject area, which they can take up to a year to acquire.) Specifically, the Career Program enables paraprofessionals to take a minimum of three or a maximum of six credits, per semester, paid for by the Board. If the paraprofessional has already obtained their baccalaureate degree, then the Board offers the same reimbursement for education credits to become certified, or for further education in other education-related fields that the Board sponsors (e.g., non-teaching positions).

   Although to date there are no specific statistics on advancement, staff comments indicate that significant numbers of minorities use the Career Program to advance to at least the Education Associate degree (60 credits), with many moving on to attain teaching certification. Currently, staff are exploring more formal methods for determining exactly how many paraprofessionals have reached certification.

   For further information, contact:

   Barbara Restivo
   Director, Paraprofessional Career Program
   New York City Board of Education
   65 Court Street, Room 501
   Brooklyn, New York 11201
   (718) 935-2292

2. In Connecticut, the Commissioner of Education has proposed a new program to recruit minorities into teaching by providing a career ladder for paraprofessionals. The program would create ten teams of two paraprofessionals each in Bridgeport, Hartford, and New Haven. Each team would work in a school one-half year and take

courses in a teacher preparation program the other half of the year. The state would fund the salary while the paraprofessional is taking courses, as well as reimburse academic expenses after successful completion of the semester.

For further information, contact:

Carol Rocque
Assistant to the Commissioner on Policies
Connecticut State Department of Education, Room 300
P.O. Box 2219
Hartford, Connecticut 06145
(203) 566-8711

RECRUITING BLACK TEACHERS: An Agenda for Black Colleges and Universities

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RECRUITING BLACK TEACHERS: An Agenda for Black Colleges and Universities

By S.L. Ansah, Mississippi Valley State University, Itta Bena,Ms.

The thrust for educational reform in recent years and the role of teachers in this reform make it imperative that higher education establishments, especially, teacher education institutions should be deeply concerned with studying options for improving the recruitment and training of teachers.

Both the Holmes' Report, **Tomorrow's Teachers** and the Carnegie's Report, **A Nation Prepared: Teachers for the 21st Century**, emphasize the central role of teachers in any effort to improve schooling in the U.S. The two reports also indicate an impending shortage of teachers during the coming decade.

The indications are that though the shortages will be nation wide, they will be very much more felt among minority groups, especially, among blacks whose numbers in the teaching work force are fast declining. It is therefore imperative that predominantly black colleges and universities develop strategies to replenish this drying pool of black teachers for the sake of posterity.

The Declining Ratio of Black Teachers

The prognosis is that the black teacher is fast becoming a dying breed. The question is, why ? The explanation for this is not simple. However, limiting ourselves to the southern states only, we note a number of significant things. These southern states, including Mississippi, have led the way in instituting examinations that prospective teachers must pass in order to get certified. According to Graham (1987), white students are passing these exams at a rate ranging from 62% to 90%, while blacks are passing at rates ranging from 10% to 70%. For example, the passing rate for whites, in Louisiana, is 78% but for blacks in that state, it is 15%. Similarly, in Georgia, the passing rate of whites is 87% while blacks rate 34%. Even among experienced teachers, as exemplified by the Texas case, 99% of white teachers compared with 82% of black teachers passed the recent teachers' examination (Rodman, 1986).

Why this disparity in the passing rates on these examinations? The socio-economic variable is very significant here. These southern states have large concentrations of poor families (largely minority families). A case in point is the Delta region of the state of Mississippi where the per capita income is still below poverty level. Added to the fact that children from poor racial minority homes tend to perform poorly on such tests, there is also a history of gross disparity in expenditure for educating these minorities over the years. For example, beteewn 1952-53, in Mississippi, the per pupil expenditure for blacks was $46.23, while the state spent $154.25 per pupil for whites, even though the national average at the time was $235.48. During the same period the library expenditure for each white student was 85 cents, but the state spent only 11 cents for each black student. A similar trend is also evident in Georgia where the per pupil value of school property was $300.37 for whites but only $38.63 for blacks.

Even in the 80s we see the same trend in the funding of post-secondary education in Mississippi. Over the past ten years, 1976-86, the appropriations for the 8 state universities show such flagrant disparities that not only divide along racial lines, but also beat logic. For instance, even though the credit hours and enrollment at Mississippi Valley State University, a predominantly black institution, are not significantly different from those of Mississippi University for Women, a predominantly white institution, the latter receives higher appropriations than the former (Valley). Though this case may be unique to Mississippi, but one wonders if anything with racial undertones could be unique to any one state in the Deep South.

Another reason why the black teacher is gradually becoming extinct lies in the changing patterns of college enrollment and career options. According to available statistics, in 1982, for instance, blacks constituted 15% of high school students in the United States, but only 11% of the high school graduates. A more serious problem, however, is that a lower percentage of blacks in high school are in the academic track. In 1980, for example, 32% of blacks, compared with 42% of whites were in the academic track. The figures become even more disturbing at the college level.

According to the Bureau of Census, in 1976, 33.5% of black high school graduates between the ages of 18-24 were enrolled in college. This figure compared favorably with white enrollment. By 1983, however, only 27% of black high school graduates in the same age bracket (18-24) were enrolled in college. The percentages of blacks in higher education institutions have steadily dropped since the mid-seventies: blacks made up 9.4% in 1976, 9.2% in 1980, and 8.8% in 1984 (Thomas,1986). When we consider four-year institutions only, blacks constituted 8.5% of the enrollment in 1976, but by 1984 this figure had dropped to 8.0%. It is noted, on the other hand, that a whopping 42% of black high school graduates attended 2-year colleges in 1980, even though these colleges do not offer bachelor's degrees (Hill,1983). Among those entering 4-year colleges, fewer are opting for careers in teaching. According to Baratz (1986), the top black students (as identified by SAT scores) who enter college are interested in four major areas of concentration : engineering (36%), health/medicine (15%), computer science (12%) and social science (11%). Less than 1% of this group are inclined toward education. The following percentages of black teachers in the public schools cogently demonstrate the argument. According to the **Digest of Education Statistics**, in 1971, 8.1% of public school teachers were black; 1976, 8.0%; 1981, 7.8%; 1985, 6.9%.

The point of the presentation so far, is to demonstrate and emphasize the fact that the percentage of black high school students entering college is getting smaller and, besides, their career options do not include teaching. Consequently, the pool of black teachers is drying up. However, since it has been the traditional role of the historically black institutions to train a large percentage of these teachers, these institutions need to develop new strategies for dealing with the situation before it gets out of hand.

Strategies for Improvement

A number of strategies can be effectively used as a means for improving the education programs and the rate of retention in these programs at the predominantly black institutions as well as for increasing the overall enrollment of black high school graduates in four-year colleges and universities. These strategies include articulation with area public s~~c~~chools and junior colleges, improving faculty instruction through professional development, and the development of test-wiseness skills in black students at both the collegiate and precollegiate levels.

Based on the earlier statistics cited, it is evident that we are losing a great number of black students at the high school level. It is also clear from those figures that a great many black high school graduates are entering 2-year colleges instead of 4-year colleges and universities. These factors make it imperative that these prdominantly black institutions develop an effective articulation system with the high schools and community/junior colleges in their geographic area. The idea of articulation advocated here is inherent in John Goodlad's concept of National Network for Educational Renewal which is a coalition of partnership between 17 universities and 100 school districts in various parts of the country and which was implemented in the Spring of 1986. Articulation calls for a sharing of ideas and the opening of communication channels between the institutions concerned. The implementation of articulation may take different forms. One form is to allow qualifed graduating seniors to take some college/university courses for credit. The credit hours thus earned are applied to the students' future college programs. Another variation of articulation is the adopt a school philosophy whereby the schools and the colleges/universities exchange personnel. University or college professors/counsellors may teach or work at the schools so many times a month as part of their regular work load. The school teacher or school psychologist may also be allowed to do some work at the university for the professor or counsellor. What is involved here is a concept of sharing which leads to growth on both sides. While the college/university professor gains some insight into the realities of the public school classroom, the public school teacher or psychologist gets to understand college/universiity operations better and how he/she can help prepare better college students. Articulation at the precollegiate level, thus, establishes a form of symbiotic relationship for the mutual benefit of the two systems, with each of the two parties getting to understand better and fuller what goes on in the other's territory. In addition, for the colleges/universities and their personnel, however, articulation becomes a ploy for recruitment. The relationships that develop between the professors, the students and the public schools can translate into increased enrollments for the colleges /universities in question. Such a strategy may also be justified by trends noted by Phi Delta Kappa and the Center for Survey Research at Indiana University in a 1986 study which found that 22.0% of high school graduates favor teaching compared with the 6.2% of entry freshmen as indicated in the Carnegie report (Clark,1987).

With regard to articulation at the junior college level, we could influence and redirect some of the large proportion of black students who end up there to re-enter 4-year institutions, especially, the historically black colleges and universities to complete a four-year degree program. Through consultations, the colleges and universities can make it easier for junior college graduates to transfer to the senior colleges by ensuring that courses for majors are both transferable and relevant. Even the senior colleges and the junior colleges can establish joint curricula which will allow the latter to offer specific courses for the former.

In order to attract students to and retain them in the education programs, colleges, schools and departments of education are obligated to ensure that their students get certified to teach after graduation. This implies that such students should be adequately prepared to pass all tests required for teacher certification. The first step toward meeting this obligation is for these institutions to take a critical look at their faculty and the way they teach. It has become apparent to the writer and some of his colleagues at Mississippi Valley State University that there seems to be a clear disparity between the way faculty members teach at this institution (and this may not be unique to us) and what these standardized exams test for. Careful observations indicate that most faculty members tend to emphasize the lower levels of Bloom's taxonomy (knowledge & comprehension) whereas the external standardized tests emphasize the upper levels of the taxonomy (analysis, application, synthesis & evaluation). Consequently, a number of students do not fare well on these tests. An ancillary question that arises is whether black students in predominantly white institutions or who are taught by whites do any better on these tests. The fact that blacks on the whole do not do well on these tests, nationally, is an indication that the cause may go deeper and beyond the classroom teacher to the home and our child rearing practices which may tend to "de-emphasize" analysis, application and evaluation. Whatever the ultimate cause may be, correcting the way our faculty teach is one way to deal with the poor performance of black students on standardized tests. To deal with the faculty teaching problem, these institutions must institute some kind of professional development programs for faculty to help move their teaching from the lower levels of Bloom's taxonomy to the upper levels.

The other component of the total package for improving the performance of blacks on standardized tests so they can both get into and out of colleges of education is to improve their test-taking skills. Since testing has become an inseparable part of our educational scene and culture, it is imperative that black educators do something about this problem beyond talking. Sheer rhetoric about test biases, and even the development of alternative tests like the Dove's Counterbalance Intelligence Test cannot get black students over the test hurdle. On the other hand, teaching them to be test-wise can.

There are indications that test sophistication improves performance on standardize tests. Test-wiseness is not the same as teaching to the test or teaching material to be covered by the test. Test-wiseness, as Millman (1965) points out, "is a subject's capacity to utilize the characteristics and formats of the test and/or the test-taking situation to receive high scores". Furthermore, test-wiseness does not depend on the testee's knowledge of the subject matter being tested.

Strategies for teaching test-wiseness include use of time, avoidance of errors, use of educated guesses, deductive reasoning, and the ability to utilize cues from the stems of test questions. Such training, it has been indicated, can aid the examinee to maximize "scores regardless of question format" (Sarnacki, 1979). Pell and Pell (1986) also point out that "whether the test is teacher-made or standardized, the particular subject matter being tested is not exempt from being influenced by test-wiseness". On the other hand, Urman (1983) notes that "a lack of test-wiseness can penalize certain students". Test-wiseness is therefore an attempt to equalize opportunities for passing standardized tests so that students are not differentially rewarded or penalized by the characteristics of a test. In this regard therefore, teaching test-wiseness becomes an obligation and a necessity for the predominantly black colleges and universities. However, the success of this approach on a more permanent basis lies in going beyond the college or university campus to the precollegiate student in the elementary school and tackling the problem at its grass roots, utilizing the articulation process discussed earlier on. These strategies can help black colleges and universities increase their enrollments in Teacher Education programs as well as retain these students in such programs with a spill over in overall increases in enrollment and retention for the institutions as a whole.

However, the Consortium for Excellence in Teacher Education

(1987) reminds us that :

> Excellence in Teacher Education will not be attained by wholesale prescriptions for reform which ignore the diversity of the institutions that educate teachers or of individuals who want to become educators.

Consequently, the predominantly black colleges and universities must study their own educational illness and develop their own unique cures and effective prescriptions. None-the-less, the writer is convinced that the strategies discussed can make a difference.

Conclusion

This paper, using available statistics, has sought to emphasize the declining number of black teachers in our public school system, even though the enrollment is becoming predominantly black. The paper places the responsibility of arresting this downward trend on the predominantly black colleges and universities, and suggests three strategies to deal with the problem. These strategies include improving faculty teaching methods through professional development programs, teaching students to be test-wise, and establishing coalitions of partnerships with area schools and junior colleges.

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A Model for Recruitment and Retention of Minority Students in Teacher Preparation Programs[1]

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[1] A More complete version of the model appears in the Proceedings of the National Invitational Conference on Recruitment and Retention of Minority in Students in Teacher Education, Lexington Ky, March 29-31, 1987.

A Model for Recruitment and Retention of Minority Students in Teacher Preparation Programs

The current low level of minority participation the teaching profession and teacher education must be recognized as a complex problem with many origins. For example, many students decide early in their educational careers not to seek higher education due to problems of access, academic preparation, low sense of efficacy regarding education, and other influences. Colleges of education wishing to be successful in their minority recruitment efforts must often seek students several years before these students will be are ready to seriously consider higher education and teaching careers. This reality requires involvement with community agencies, schools, local businesses, and other groups. The issue becomes even more complex when programs for retention of successfully recruited minority students is addressed. The model proposed here assumes that the resources for problem solution can be found within existing educational, governmental, and community elements, and that these resources can be best mobilized by analysis and organization of the various elements into a dynamic system.

The current model was based on several hundred ideas and suggestions generated in working groups at last year's conference on minority recruitment and retention in teacher education. These ideas and suggestions were analyzed, interpreted and classified, and then organized using a systems approach. Since the model was designed to represent the perspective from within a college of education, some adaptation might be required if control of the program lies elsewhere on campus, or in another agency. Further, the nature of the program, the group targeted by the project, and the number of personnel involved will also affect how the model is implemented to some extent. The model contains eight functions that are explained below. Planners can use the present presentation as an outline to develop specific activities within each function that would be appropriate for the setting and program being planned. Activities listed may be broken down further into subactivities. In addition, it should be pointed out that each activity is stated in operational terms and in a manner that will permit evaluation. Through the on-going process of evaluation, the director of a recruitment and retention program will be able to determine how the program should be revised to maintain its effectiveness.

The eight functions of the model are interrelated as shown in the figure. The functions should be considered overlapping dynamic and interactive. For example, although the first function assesses the teacher education system, this system is constantly changing. New statutes may be passed during the year requiring changes in the teacher preparation program, administrative guidelines and requirements change, etc.. Therefore some activities concerning the first function might be implemented at various times in the project. Further, a change in teacher certification might affect the implementation or evaluation functions, or it may have an impact on the planning or objectives. Lastly, if the program is to continue, planning for the second year under Function Four would undoubtedly be influenced by the first year data compiled in Function Seven and maintained in Function Eight. Because of the interdependency of the functions, the model should be perceived as a system rather than as a list or hierarchy of functions and activities.

1. Analyze teacher education program system.

This analysis includes all aspects and constituencies of the teacher education process. For example, the public school student population, the community make-up, and the characteristics of the institution would be considered. Initially the level of minority participation in teaching is studied and the needs for increased participation documented. Then other aspects of the issue are studied such as certification requirements, program entry requirements, the role of other programs on campus (e.g. Arts and Sciences College, Music School, etc.). Information gathered in this function helps to set the stage for the activities conducted in other functions of the model.

☐ Document need for participation of minority students in TEP at an increased level.

☐ Describe the structure of the TEP (entry and certification requirements, course structure, faculty responsibilities, etc.).

☐ Organize and analyze available data on recruitment and retention in TEP, particularly those pertaining to minorities.

☐ Describe faculty composition.

☐ Detail multi-cultural issues in the curriculum.

☐ Study graduate employment patterns.

☐ Document relationship of state laws and statutes to TEP.

☐ Identify differential enrollment patterns under different curriculum alternatives.

☐ Describe support services for students.

☐ Describe the influence of local community and other outside agencies on potential minority applicants to the TEP.

2. Specify goals for minority participation in teacher education.

The college of education, working with local and state agencies provides guidelines for the development of goals and objectives for minority student participation in the teacher education program. These goals and objectives would be based on information obtained in Function 1. Activities in Function 2 would be most successful when the participation of a variety of institutions, agencies and community groups interested in increasing minority participation in teacher education are included.

☐ Specify target population.

☐ Develop criteria for supportive environment (academic, economic, cultural, and social).

☐ Develop community interest, and participation in planning (include civic, religious, business, and other interested groups).

☐ Establish level of participation for professional organizations and practicing teachers.

☐ Increase awareness of multicultural issues within teacher education programs.

3. Involve community groups.

Whether or not community involvement was initiated in the previous function, certain steps should be taken to insure support in the community. The manager of a minority recruitment program should be familiar with the concerns and interests of relevant elements in the community that might be supportive in recruiting students, generating funding support, and providing other kinds of support to students in the program. Further, involvement with prominent individuals in the community adds to the credibility and visibility of the program.

☐ Establish collaborative working relationships with various community, civic, public, and professional groups.

☐ Establish public information plans and procedures.

☐ Identify potential sources of funding support in the community.

☐ Develop sources of incentives with organizations representing appropriate potential students (e.g. stimulate interest through workshops, contact with local media).

☐ Explore alternative minority recruitment possibilities (e.g., inservice teacher-, staff-, administrator-, and/or parent-training, and other potential minority recruitment programs) on campus.

4. Develop plans for recruitment and retention.

In this function, a comprehensive plan for the recruitment and retention of minority students in teacher is developed. Coordination is made with appropriate community and other involved groups, and program criteria and objectives are established. In addition, a management plan for using evaluation and improving program while it is operational is included.

☐ Identify program director, and someone who will assume responsibility for evaluation of the program (evaluation director).

☐ Establish a planning group consisting of members of the business, university, teaching profession, and civic and community groups.

☐ Prepare objectives for minority recruitment and retention program.

☐ Identify roles for schools, educators, administrators and educational agencies in the program.

☐ Establish performance criteria for objectives.

☐ Develop evaluation plan and schedule.

☐ Prepare a document covering comprehensive plan.

☐ Obtain approval (or commitment) of plan from constituent groups.

☐ Prepare a checklist or guide sheet from the planning document to include objectives, funding, resource development, leadership, progress assessment, and assignment of responsibilities.

☐ Disseminate plan to all concerned parties.

☐ Develop a plan for curriculum to include study of cultural diversity.

5. Prepare for installation of recruitment/retention plan.

Action is taken to meet requirements (including space, human services, and other resources). In addition , personnel are trained or informed about their roles in the program and the overall objectives that formed the basis for the planning. Effectiveness is enhanced when program personnel and representatives of cooperating groups are sufficiently knowledgeable about the program.

☐ Assure that counseling center advisors, university minority student office, and other support services are capable of meeting needs of the new minority TEP students.

☐ Assure funding, space and other resources requirements are in place for program start-up.

☐ Implement training for faculty, and staff to provide necessary support to newly recruited minority TEP students.

☐ Implement a pilot test of program systems a semester or two before program start-up, evaluate the pilot study, and do revisions suggested by the results.

6. Implement the minority recruitment and retention plan.

In the sixth function the plan is put into action. The actual activities performed in this function will be determined by the objectives of the plan and local or institutional needs and conditions. For example, if the plan calls for a tutoring clinic in basic skill areas, in this function activities will involve opening the clinic and offering services.

☐ Coordinate recruitment efforts with high school teachers and guidance counselors.

☐ Provide a speakers bureau to discuss teaching as a career with civic and community groups (PTA or PTO, boy and girl scouts, community recreation groups, etc.).

☐ Identify and provide financial aid information to students

☐ Provide workshops to improve test taking and study skills.

☐ Encourage positive interaction between faculty and minority TEP students.

7. Evaluate minority recruitment and retention program outcomes.

Both formative and summative evaluation are recommended. Formative evaluation may be accomplished by the personnel associated with the program during its operation. It enables problems and deficiencies to be repaired before too many students have been adversely affected. Formative evaluation should be designed into the plan, and should include systematic monitoring of progress and activities through collection of data on a regular schedule.

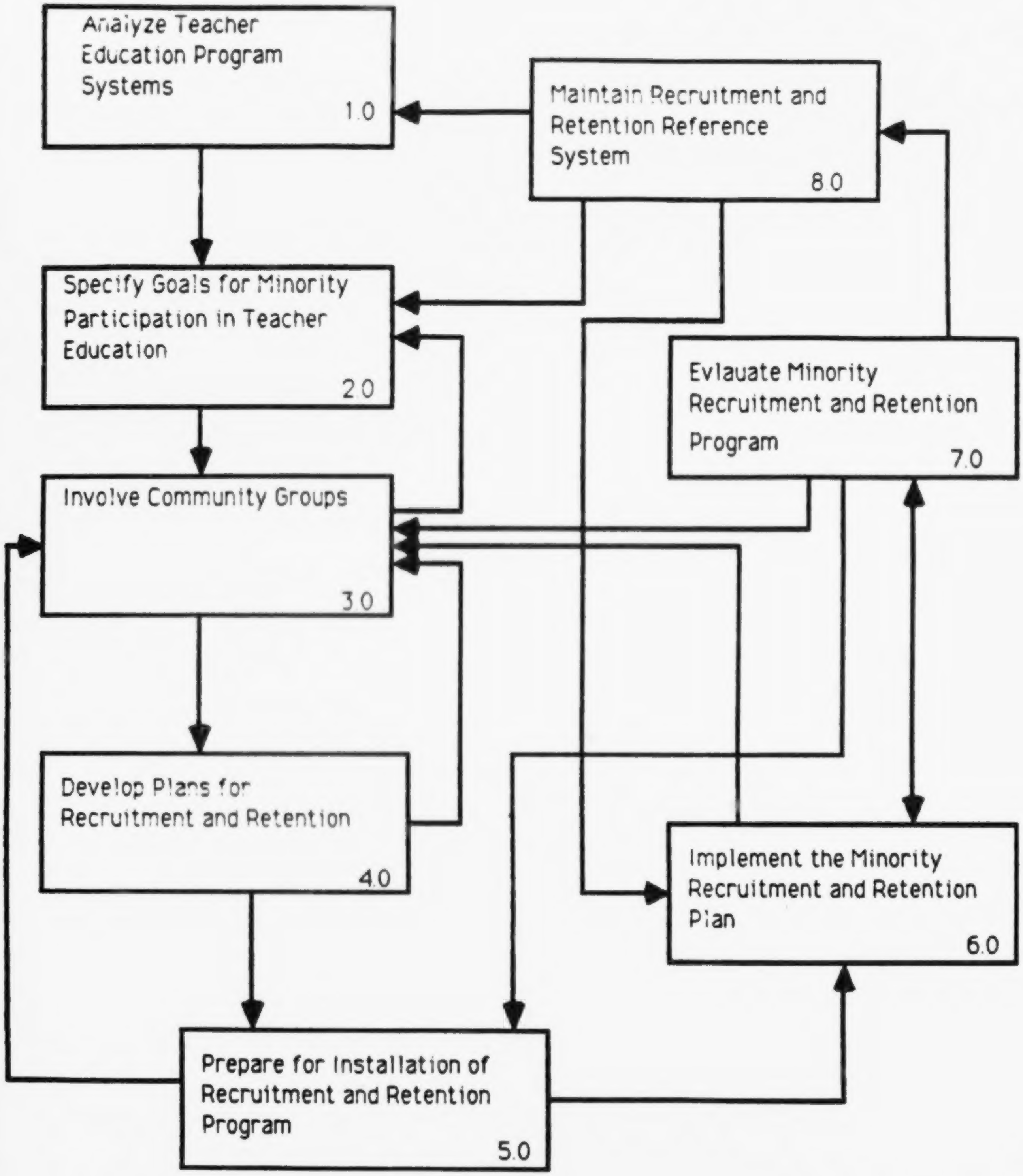
Summative evaluation will normally be done at the end of an academic year (but no more frequently than at the end of each semester). It generally will emphasize the effectiveness or worth of the products of the program (e.g. number of students counseled or tutored, increase in number of students from minority backgrounds in the teacher education program, faculty members trained to work with minority students, increase in fellowships awarded to minority students, etc.). However, there might be some focus on the operation of the program as well. The goals and objectives of the program should relate directly to the criteria used in the summative evaluation. The specific evaluation design should be determined by local needs and program conditions and should be planned as an integral part of the overall program.

- ☐ Evaluate students' interaction with curriculum.
- ☐ Collect data implied by the program objectives.
- ☐ Evaluate unintended effects (e.g., effects on high school students' attitudes toward teaching, parents' aspirations, students use of campus services, etc.).
- ☐ Collect and disseminate suggestions for program improvement.
- ☐ Disseminate evaluation results to management and staff, and to constituent groups.
- ☐ Design and implement performance evaluation of project staff and director with ultimate responsibility assumed by the dean.

8. Maintain recruiting and retention reference system

The reference system permits determination of who the program has served, and when, the length of time and staffing required to accomplish tasks, and the progress made at various milestones within the program. If designed and executed effectively, the evaluation activities associated within each element can provide the data for the reference system. These data can be organized into a useful database using traditional data storage and cataloging methods. Activities in this function can form the basis for subsequent program design, evaluation, and decision making

- ☐ Establish a data collection schedule for the purpose of entering information into the database (e.g., monthly, quarterly, etc. depending on type of information).
- ☐ Conduct ongoing analysis of data as received.
- ☐ Report results of on-going analyses according to prearranged schedule (e.g. weekly, monthly, each semester's end, etc.).
- ☐ Designate a monitoring committee composed of members from TEP and constituent groups to review data and make timely recommendations to program director or dean.
- ☐ Disseminate annual recruitment and retention report as appropriate to community, TEP faculty, on-campus programs, university administration, etc., and request feedback.
- ☐ Maintain a mailing list of other similar programs at other institutions for the purpose of information sharing.


Analyze Teacher Education Program Systems
1.0
Maintain Recruitment and Retention Reference System
8.0
Specify Goals for Minority Participation in Teacher Education
2.0
Evlauate Minority Recruitment and Retention Program
7.0
Involve Community Groups
3.0
Develop Plans for Recruitment and Retention
4.0
Implement the Minority Recruitment and Retention Plan
6.0
Prepare for Installation of Recruitment and Retention Program
5.0

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